

# THE SCHOOL JOURNAL.

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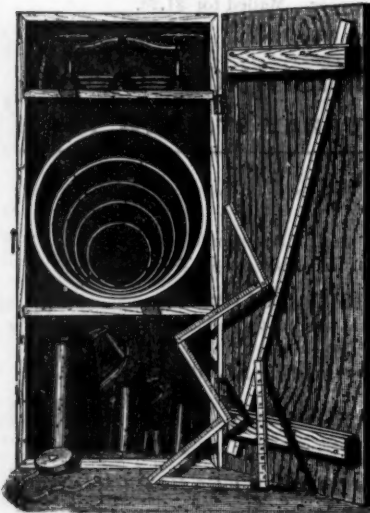
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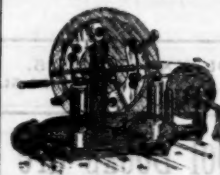
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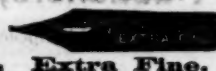
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The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

AN educational paper, self styled "popular," accuses us of saying that the "New York and Brooklyn teachers naturally love stagnation." The accusation is false, but as a lie will travel ten leagues while truth is putting on its boots, it is probable the falsehood will be repeated many months to come by those who think that this Boston educational editor tells the truth.

ITALY has been foiled in her designs on Abyssinia, and now she has trouble with Zanzibar relative to the cession of territory to the Italian Commercial Company. The Protestant mission, at a recent conference in London, discussed the alarming spread of Islam schools in the East, especially in the Dutch possessions. Dr. Post, an American, spoke of the social and political influence of Islamism in perverting individual morality, and crushing the life out of a people. Algeria has been invaded by a swarm of crickets that destroy vegetation wherever they appear. The government has expended large sums in destroying them. Gov. Hill found many things

to criticise in the Electoral Reform Bill, and therefore vetoed it. The fisheries troubles have broken out anew, Canadians claiming that Americans have destroyed a large number of their nets. Serious troubles were reported from Kansas over the location of a county seat, and the sheriff was obliged to call on the state for aid. Gen. Sheridan's condition is improving.

THOUSANDS of teachers, who can tell how other schools can be reformed, are utterly unable to see anything wrong in their own. Englishmen write long letters concerning the degeneracy of America who cannot see the humiliation of their own country. The Eastern States complain of the Western, and in turn the Western criticise the Eastern. The average Bostonian thanks God every day that his school system is so much better than New York's, while the average New Yorker, who has had time during the past five years to think about anything outside his business, when asked about Boston, wonders whether it has any school system at all.

It is a principle of human nature that we cannot understand evil in others unless we can appreciate it in ourselves. A teacher cannot understand the difficulties of his pupils unless he has appreciated the same difficulties in himself. We must bear our own burdens before we can bear others'. We cannot make others unselfish if we are selfish. We cannot make others interested in school work, unless we are interested in it ourselves. We cannot preach reformation in others unless we have practiced it in ourselves. All reform begins at the center of self, and radiates outwardly.

There have always been a class of hypocrites who continually confess others' sins, and thank God for their own excellencies. They say on meeting a friend, "There's a big splinter in your eye; let me pull it out;" or, "Why don't you adopt my way of governing?" or, "You are an old fog; reform, and be like me." They are supremely happy in their own conceit. We want reformers who begin at home, and stop their exhortations to others until they have cleared up their own little farm.

THERE will no doubt be persons who will insist that the JOURNAL is not friendly to the public schools of this city. There are few of the teachers who will be misled by any such statements. We have been a witness to the earnestness and the labors of the teachers for many years and can bear willing testimony to the great results which have been achieved. But we know that a large majority desire to make an advancement beyond what has been yet reached. Under the present plan the schools are probably as good as they can be; the changes we propose will make them still better, and above all, elevate the teacher as well.

It has been a common thing to our observation that any one who criticises the public schools is denounced as an enemy; there are those who insist that any change will be destructive. So it was charged when the JOURNAL asked for the abolition of corporal punishment; so it was when it asked for the removal of technical grammar; so it was when the introduction of manual training was proposed. Yet all of these changes have been made and the schools greatly improved. We ask for further changes and those that are based on a sound philosophy and we know they will be made. Pres. Simmons, a man of the clearest judgment, sees the demands for changes in the system are reasonable, and has already intimated that the first thing the board will take up in the autumn will be the changes we outlined two weeks ago.

THE legislature has established normal schools and given them power to license teachers to teach in the common schools of the state. It has given this city the power to examine and license

teachers employed in the public schools of the city. When a graduate of the normal schools gets an appointment in this city he is obliged to undergo an examination. Is this right? We do not mean morally, but common-sensely. The state has paid for an examination of the teacher's fitness at a normal school; the tax-payers of this city have contributed toward that expense. Now they are asked to contribute to the expense again of another examination. Supt. Kiddle wanted to examine the graduates of the Normal College of this city, but Pres. Hunter very properly objected, and the board of education sustained him.

One who is a graduate of a state normal school, in our judgment, should hold a rank like a graduate of a medical school and not be subject to re-examination in that state. "Teachers will get rusty." Yes indeed.

THE teacher spends considerable time in asking questions; and, usually, if he is asked the same questions (for example, "In what year did Columbus discover America?") he will be able to give a reply. But how is it if he asked some different questions? Here is an incident:

The principal of — Academy wanted an assistant. Being a very skillful man himself, he determined to seek a person who understood how to reach as near the ideal desired by the earnest teacher as possible. It being known that he needed a teacher, many applied; he had blanks sent to all of them, and these were the questions he wanted answered:—

1. What relation have the school studies to mental growth.
2. What does the teacher do for the pupil? What is his office?
3. What knowledge should first be taught to a child?
4. What is a concept? How do children obtain them? What do they do with them?
5. What is teaching?
6. What professional preparation have you made for teaching?
7. What works on education have you read?
8. What do you do to improve your professional skill and knowledge?
9. What works on education do you possess? Name the special characteristics of each?

In due time replies came, but out of a large number of applicants, only one responded to these questions. The one who essayed to answer said, "I can send such few replies to these questions that it hardly seems worth while to do so at all."

The principal writes:

"Are these questions too difficult for a teacher in our grammar schools? Ought a teacher to know these?" It would seem that every one who claims the office of teacher should be able to answer these, and even more difficult ones.

IT is the fashion in some quarters to decry school papers. We know a teacher who subscribes for a weekly journal of education, and as regularly as it comes he kicks it under the table. Why he subscribes, he only knows. Of course the various issues of any paper must have varying values; once in a while it rises to high water mark. It is like a public speaker; he cannot always be equally effective. This week we think the SCHOOL JOURNAL is on the high tide, for the manual training question has never been so incisively discussed as in our pages of this week. President Gray's article is directly in line with Supt. Marble's Washington address, and the answers he has called forth are, in our opinion, unanswerable. If our readers will take the trouble to read carefully what is written they will find a good many first rate ideas, not only capably expressed but convincingly clinched.



## THE FIELD AND LIMITS OF IMITATION.

Every teacher has noticed traits in his pupils that are the results of a pure imitation. We are born to learn from each other; it is a provision of nature, that the easiest way to acquire certain kinds of knowledge is to follow the plans and methods of others.

Now, much must be gained by imitation; it would be foolish to attempt to gain all knowledge by personal experience. Man is the heir to all the ages; he has all that has been learned by his ancestors to begin with. The art of printing places at his command what has been learned by people who do not speak his language, and who live in remote parts of the earth.

Not only do individuals learn from each other but nations learn from nations. Rome learned from Greece; and there was a time when every wealthy Roman sent his son to Greece for his education. It was on this principle that America learned its art from Europe. This country owes everything of its best to the experience of European nations. We commenced where they left off. And no student of politics but studies the methods of countries on the other side of the Atlantic with the greatest care.

A good writer reads the writings of other men, not as the common reader does, but with minute attention. If he is a poet, he takes up Pope, or Dryden, or Byron, or Milton, or Shakespeare, and hangs upon the lines of the master, and builds up his ideal of poetical expression in the light of what he reads. If he is an orator he reads the speeches of Cicero, Demosthenes, Patrick Henry or Webster, and pauses to mark the masterly skill of one who is long since dead, but who yet speaketh. If he is a thinker merely, a philosophical student, he pauses over the utterance of some great mind, and is lost in wonder as he repeats that utterance even for the thousandth time.

Matthew Arnold says that he learned some of Shakespeare's and Dante's best lines and used them as "touch stones," to test the merit of other claimants for honors; and after reciting those lines to himself for years, they seemed greater than ever. Emerson says that he felt less able to explain the greatness in poetry and oratory after years of turning over the lines in his memory. It is really the plan of all thinkers to keep the thoughts of great thinkers before them, and no one can estimate the power that has been derived from passages in the Bible. George Eliot says she said to herself at night "He giveth his beloved sleep."

All this teaches the power that comes from imitation, that is, there is an imbibing of power by following in the tracks of others. It may be thus explained. There is residing in us the power of intuition—that is, of seeing that a thing is beautiful, or right, or true. In us there resides a standard that measures the thing. Whence comes it? We cannot reply. We know we have it; we believe that we inherit a more perfect standard from having had past generations of ancestors, who perfected their standard. Now, by holding before us the work of a master, we perfect this standard that is born in us. Hence, the faculty of imitation is the one that tends to perfect our being.

But there are limits to all following after others. He who does this, in a certain sense, may be said to do it at his peril. We have seen that the legitimate field of imitation is confined to the acquisition of knowledge and to the perfecting of our ideals. In the first, it tends to make an artisan of one; the Chinese are wonderful imitators. They do not pass to the second stage and attempt to attain broader and more perfect ideals. To attain these one must insist on his independence; he must be an emancipated man. "Hear all men but reserve thy judgment." Never fail, that is, to have a judgment of your own. There are men who go to Europe and then come back to try to imitate the English or the Germans; this is simply ridiculous. There are men who are marked by their accent as ministers of certain churches. Young graduates of colleges sometimes imitate the professor of Greek, sometimes the president. All these simply lack in personality; they are like waves; they take an impression; warm them up and they are ready to take another.

You may take any plant and treat it as you please and it will retain its personality; if you dress a dog or monkey in man's clothes, he does not strut around like a man because of it. The principle of growth is there, and gives personality. It is a beautiful thing that the dog still remains a dog under all circumstances; that a hop vine will not twine around from left to right; they retain their personality.

To "hear all men" and retain a just judgment is the mark of greatness. We are surrounded by so many in-

fluences, that we do not stop to select a course for ourselves; we drift along. To be independent does not mean that we are not to listen; this mistake is often made. "I will hear the other side" is the firm rule of the just judge, and every man is a judge—that is an excuser of the judgment—the king-faculty.

It is not wrong for us if told that Dickens is a great novelist, to purchase and read David Copperfield, but it is a base thing to praise that book after reading and finding nothing in it that appeals to our admiration. It is not wrong to desire to listen to Chauncey M. Depew after having been told that he is a great orator; but it is a step downward to fall into raptures over his utterances if we do not feel the raptures. It is not wrong for us to admire the wonderful voice of Adelina Patti, but if after hearing her sing, we initiate others in describing the occasion, we are deserving of censure.

Thousands are shown some ugly thing in sculpture or architecture and cry out, "How beautiful!" when they see nothing beautiful whatever—in fact, quite the reverse.

"The life is greater than meat:" to retain one's own independence; to have a good and true judgment; to speak the truth, if necessary, and when necessary; to be neither vulgar nor rough, in the supposition that one must be in order to be independent; to act with fairness; to be ready to listen to others in the belief that they may know as much on the subject as yourself; to keep in an attitude of growth and receptivity at all times—these to do, and to gain all that imitation can give and will give, lay out work for all who stand in the place and position of teachers.

## ETHICAL TEACHING AGAIN.

A quotation has been going the rounds like this: "Not only should moral ethics take the first place in primary instruction, but in all universities there should be a chair of morals and manners." Reader, does this strike you as sound advice? There is a great deal of such stuff afloat; look out for it. There are those who think that a little talk about goodness and the like in the schools will fairly uplift things; moral growth demands training in moral activity, sound intellectual culture, knowledge of the rule of right, and finally a pattern in the teacher or parent.

EDWARD DANFORTH is dead. It causes us great pain to write those words. Few educators in this state were better known than he. During many years of his life he was actively engaged in educational work. He was formerly superintendent of the schools of Troy, of Grand Rapids, Mich., principal of the union schools of Le Roy and Batavia, school commissioner of Erie county, and Deputy State Superintendent of Public Instruction under Abram B. Weaver. He was the twenty-third president of the State Teachers' Association, and for ten years secretary of the New York Sunday School Association. Our readers will remember a sketch of his life, with portrait, in a recent number of the SCHOOL JOURNAL. We could moralize concerning this sad event but our sorrow is too deep to permit us to say more than these few words of tribute to a man whose cheerful companionship and wise counsels we are thankful to have enjoyed, and now sincerely mourn because we shall never see his face on earth again.

A CORRESPONDENT writes us as follows: "What is the matter with your schools in New York? The subject is attracting great attention among educators here in Iowa."

We have little more to add to what has been said in the columns of the JOURNAL. The real state of the case is that a handwriting has appeared on the walls of this city. "THE OLD EDUCATION MUST GO."

Of course other matters are somewhat mingled with it, but there is no other way to explain the condition of things. The JOURNAL has expounded the new education for more than ten years; it has made trouble in very many cities, and it is now producing trouble here. Any little tinkering of the course of study will not do; the new education demands the breathing of a new spirit.

SUPERINTENDENT JASPER has not, we have been informed, encouraged the reading of educational journals and books. He is not on the subscription list of the JOURNAL, at all events. Now, we do not see how a man in his important place can afford to be without the JOURNAL. We believe, in fact, we know, that if he had diligently read its pages, and had put the schools into line with the ideas in this paper, there would have been

little contest over his election. The contest is a contest between the old education and the new education.

WHEN MR. PHILBRICK was superintendent in Boston, there was a battle over his re-election there, as there has been here over Mr. Jasper. He was highly respected, an able man, but he had not imbibed the new ideas of education; he was a man of the past, and he was laid aside. His successors, Messrs. Eliot and Seaver, are men of a different stamp; the schools of Boston have changed remarkably under their administration.

THE city will feel at this juncture the loss created by Supt. Harrison's resignation. He was a firm believer in the "new ideas," because he was a profound student of education.

The admirable work on "Object Teaching," by Supt. Calkins, has spread the "new ideas" over the country. Now we want the "new ideas" adopted at home.

A GOOD many of the New York teachers have read the JOURNAL, and have felt that it dealt with educational truth. They have pondered deeply over these truths, and then said, "I have my bread and butter to earn; if I teach as the JOURNAL proposes, I shall have to go." But still these teachers have continued to think, and come to talk; the yeast of truth has been at work, and they are anxious for a change. They have no enmity against Mr. Jasper; they, personally, would like to have him remain. One principal who had congratulated Mr. Jasper on his re-election, said to us, "But I want things changed; we are behind the times."

## MARTHA'S VINEYARD SUMMER SCHOOL.

This school, the oldest of summer institutes in the country, is beautifully situated near the Highland landing, Martha's Vineyard, Mass. The session for 1888 will continue from July 16 to Aug. 17, and promises to be a specially fine one. The situation of this school by the sea makes it possible for teachers to gain much by varied recreation, and at the same time to study under fine teachers a certain number of hours each day. The training in the various branches is given by noted specialists. Dr. W. B. Dwight, of Vassar College, has charge of the class studying the lower forms of animal life. John D. King, the noted microscopist will conduct a class in microscopy. Professor Brownell, of Syracuse University, N. Y., and Turner of Lincoln University, Ill., will teach mineralogy, while Professor Burgess, of Washington, takes charge of a class in botany. The elocution class will be under the care of Dr. Emerson. Monroe College of Oratory, and the literature class will enjoy the instruction of Dr. W. J. Rolfe. The department of methods will be in charge of the new state agent of the Massachusetts board of education, Prof. A. W. Edson, A.M., late superintendent of the schools of Jersey City. The work of this department will be done under the personal instruction of trained specialists in their departments. A list of these teachers include such names as Prof. J. C. Greenough, A.M., Westfield Normal School; Prof. A. C. Boyden, A.M., Bridgewater Normal School; Prof. H. L. Southwick, O.M., Monroe College of Oratory; Miss Augusta Tovell, St. Louis Normal School; Miss Lucy Wheelock, Chauncey Hall School, Boston; Dr. W. A. Mowry, editor of Education, Boston; C. E. Meleney, A.M., superintendent, Somerville, Mass.; Mrs. Cate-Smith, late of the Milwaukee Training School; W. S. Goodnough, superintendent of drawing, Columbus, O.; H. W. Shaylor, Portland, Me.; F. A. Lyman, Syracuse, N. Y., and many others of note.

There will be many other departments such as kindergarten, history, art, mathematics, astronomy, manual training, vocal and instrumental music under teachers from the N. E. Conservatory, short-hand, type-writing, etc., etc.

No school promises a richer treat to teachers than this one. Tuition is low, and board is obtainable at reasonable rates. Circulars will be sent on application to Mr. B. W. Putnam, Jamaica Plain, Mass.

JAMES JOHNNOT, the well known author and institute conductor, died on Monday of this week at Tarpon Springs, Fla., where he had been living most of the time for the past two years. Mr. Johnnot was one of the best known, and most highly respected educational authors and lecturers in this country, and his death will leave a vacancy it will be difficult to fill. A full sketch of his life will appear in the JOURNAL.



## BRIEF ITEMS.

THE commencement exercises, of the Potsdam, (N. Y.) State Normal School, will take place June 24-27. Rev. E. N. Packard, Syracuse, N. Y., will preach the baccalaureate sermon, and Malcolm McVicar, Ph. D., LL. D., Chancellor McMaster University, Toronto, Ont., will deliver an address to the Alumni Association.

SUPT. SHELDON J. PARDEE, of Long Island City, N. Y., has just received the degree of Ph. D. from Union Christian College, Indiana.

A PEDAGOGICAL library has been established in Long Island City, in the rooms of the city superintendent, a good example for other cities to follow.

THE nineteenth commencement of the State Normal School at St. Cloud, Minn., of which Dr. Thos. J. Gray is president, took place May 30. The program for commencement week was an attractive one, including, besides the usual alumni gatherings a dramatic representation of the Lady of the Lake, a tree-planting, and a lecture by Col. Parker.

THE HEBREW TECHNICAL INSTITUTE of this city recently closed a year's work under the most prosperous circumstances. Its director, Dr. Leipziger is a clear-headed, progressive teacher, having the confidence of the Hebrews of this city, who give him all the money needed for his work. Columbia College has lately honored him by giving him the degree of LL.D.

THE Oregon State Teachers' Association meeting to be held at Salem, July 5-7, promises a treat to all who attend. Topics for discussion have been sent in by members, and will be brought up at the meeting. There will be meetings of the departments of superintendence, music, and college, and university, besides the sessions of regular departments. There will be an educational exposition, which will include exhibits of drawings, crayon work, water colors and other forms of decorative and mechanical art, to be sent by schools of all grades.

At the fifty-sixth commencement of the University of the City of New York last week, fifty-two were graduated. Dr. Johnson, the veteran Latin professor in the University, received the degree of LL.D., a well deserved honor. Dr. Johnson has taught for fifty years in the same room in the University building. Chancellor John Hall was absent, having sailed for Europe, and Vice-Chancellor MacCracken presided in his place.

MR. C. F. KING, of Boston Highlands, Mass., is director of the Saratoga Summer School. The date of this school is July 10-August 11. Two mistakes were made in a former announcement; this one is correct.

## THE COLLEGE FOR THE TRAINING OF TEACHERS.

The closing exercises of this school which took place last week, showed the excellence of the work done during the past year. The drawings and other work of the students, both of the college and the model school were inspected immediately after the exercises, and proved the thoroughness of the teaching. Dr. Butler and his associates are to be congratulated on their success in establishing this school. New York is just the place for it.

## A SUPERINTENDENT'S RESIGNATION NOT ACCEPTED.

We congratulate the citizens of La Porte, Ind., that the resignation of their Superintendent, W. N. Hailman, was not accepted.

Supt. Hailman is too well known to readers of educational papers to need any more commendation from us. He is recognized as an able worker and thinker, and a man of advanced views. During his administration, the schools of La Porte have grown in excellence, and have a high reputation. By personal testimony sent to us, we know that his teachers are unanimously in accord with his advanced methods, and prefer the new to the old ways.

The excellence of his schools may be judged from the fact that the high school has been placed on the diploma list of Michigan University. By this action its graduates, if recommended by the faculty of the high school, will be admitted to the University at Ann Arbor without further examination.

Supt. Hailman is the author of "Primary Methods," a book invaluable to teachers, also "The History of Pedagogy." He has been especially in demand as a lecturer at all kinds of educational gatherings. Wherever he has gone, he has made for himself a place in the esteem of the people, and done good work for their schools.



HENRY M. MAC CRACKEN, D.D. LL.D.

Dr. MacCracken, Vice-Chancellor of the University of the City of New York, was born Sept. 28, 1840, in the college town of Oxford, Ohio, the seat of Miami University, where his father and others of his family were graduates, and where his mother was principal of an academy for young ladies between 1835 and 1840. He was made a B. A. there in 1857, and was teacher of classics in the Grove Academy, Cedarville, Ohio, 1857-8. He was superintendent of schools in South Charleston, Ohio, 1858-1860, and afterwards was teacher of classics in Xenia, Ohio, 1860-61. He was pastor of Westminster Church, Columbus, Ohio, for four years, beginning in 1863. During his service there, he was one of a committee of three appointed by the Synod of Ohio to found a college. The action of this committee led to the founding of the University of Wooster, Ohio. Dr. MacCracken was a student in the Universities of Tübingen and Berlin, Germany, 1867-1868.

While pastor of the First Presbyterian Church of Toledo, Ohio, he was one of a committee of four that founded Green Springs Academy, with ex-President R. B. Hayes, as president of the board of trustees. Dr. MacCracken told this story privately some time since: "When, with others, I had fixed on Green Springs as the best point for an academy, I suggested that we obtain ex-President Hayes as president of our trustees. It was just after his retirement from the office of the President. The objection was offered that he would hardly step directly from the presidency of the United States to the presidency of Green Springs Academy. I insisted and he was invited to be present at our first meeting. It was on the academy grounds near the great springs from which the village was named. There was a fine shaded knoll on the grounds on which Mr. Hayes threw himself, being fatigued with the ride from his home. I moved that 'Inasmuch as there was one comfortable seat provided by nature on these grounds, the gentleman occupying it be elected president of the board.' Receiving a second, I put the motion, which was adopted. President Hayes sprang up saying, 'Then if I am president, here where I place my cane in the sod shall be the cornerstone of the new academy.'" Out of this has grown a well-established academy.

Dr. MacCracken was called to the chancellorship of the Western University of Pennsylvania at Pittsburgh, in 1881, when he was forty years old. Thence, he was called in 1884 to the New York University. During this year he attended the International Educational Conference at London, and made two addresses which are published in its proceedings. His inaugural at New York University on "Universities and Cities" was published in the University Quarterly. A volume by him entitled "The Lives of the Leaders of the Church Universal," in part translated from the German, published in 1879 by eleven denominational publishing houses, and by T. & T. Clark, Edinburgh and London, has been largely circulated. The "Bibliography of Church History," by a Johns Hopkins instructor has pronounced it the best popular work of the kind in existence. He was given D.D. by Wittenberg College, Springfield, Ohio, in 1878, and LL.D. by Miami University in 1887.

The views and plans of Dr. MacCracken respecting university work are indicated in a large part by the Catalogue of the New York University, which he has revised throughout—also by an address at the Albany Convention of 1886, published in the Regents' Papers for 1887.

## DR. J. G. FITCH IN NEW YORK.

DR. J. G. FITCH, of England, addressed the senior class of the normal college of this city on Monday of last week. He was deeply touched at hearing the young ladies quote several passages from his own writings. He referred to these quotations in his opening remarks, saying that he recognized them as words he had spoken originally to a very small audience, and he then had no idea of hearing them quoted in America.

He gave the young ladies several seed-thoughts, which it is to be hoped will bear rich fruit in the future. He called attention to the fact that teachers are subject to a peculiar temptation, because their audience is always beneath them. "There is a tendency to drop to the level of the class, unless you ever keep a high ideal before you. Your class cannot judge when you are doing your best. They cannot criticize as the audience of any other profession does." He further said, "I advise you to select one subject of study, and the one you love best, and pursue it for your own pleasure. It is when you yourself are a seeker after truth that you can best lead your pupils to seek truth in any department. Permit me also to call attention to a serious error into which I have noticed many teachers fall in England. Possibly it may be a fault in America, too. I have noticed that some teachers do not carefully ascertain how much their pupils know about the subject that is to be presented before they begin to teach. There are two dangers. One is taking for granted that your pupils know more than they do, and the other, perhaps equally fatal, is not giving them credit for knowing as much as they do, and thus losing their sympathy. I am reminded of a sermon I once heard in London by an eminent American divine, Philips Brooks. The text was, 'How many loaves have ye?' Although the Saviour was about to perform a great miracle, and had plenty at his command, he stopped to inquire about *what was already at hand*. For, before bringing His Divine aid to the hungry multitude, He desired to know what resources they already possessed and to make the utmost use of them. This suggests forcibly the point I wish to impress. Let the teacher apply the text to her pupils in reference to the condition of their minds—'How many loaves have ye?' In closing Mr. Fitch said, 'Young ladies, I will give you two words of advice—AIM HIGH—WORK HARD.'

No visitor could have been more heartily welcomed at our college, as Mr. Fitch's "Lectures on Teaching" have been used as a text-book in our pedagogical department for several years, and are highly prized both by our teachers and students. JENNY B. MERRILL.

## THE CONVOCATION OF THE BOARD OF REGENTS.

The twenty-sixth convocation of the University of the State of New York will be held at Albany July 10-12. The following educational program will be presented:

TUESDAY, JULY 10.

PAPER: "Manual Training as an Element in Public Education," Nicholas Murray Butler, Ph.D., New York. DISCUSSION opened by Supt. Charles W. Cole, of Albany. PAPER: "The Training of Teachers for the Ungraded Rural Schools," by Dr. E. A. Sheldon, Prin. Oswego Normal School. DISCUSSION: School Commissioner Jacob H. Mann, of West Fulton. PAPER: "Should the Elements of French and German be Required for Admission to all College Courses?" Prof. H. G. C. Brandt, Hamilton College. DISCUSSION opened by Prof. H. S. White, Cornell University. ADDRESS: "The Study of Geology as a Means of Culture," by Prof. Alexander Winchell, LL.D., University of Michigan.

WEDNESDAY, JULY 11.

PAPER: "Should Academic Instruction be given in our Normal Schools?" Prin. F. B. Palmer, Fredonia Normal School. DISCUSSION opened by Prin. J. C. Norris, Canandaigua Academy. PAPER: "Libraries as related to the Educational Work of the State," Prof. Melville Dewey, Librarian of Columbia College. DISCUSSION opened by Prof. J. H. Gilbert, Albany High School. PAPER: "The Province of University Fellowships," Daniel K. Dodge, Fellow in Columbia College. DISCUSSION opened by Pres. Ebenezer Dodge, Madison University. PAPER: "College Athletics," Russel A. Bigelow, Esq., New York City. DISCUSSION opened by Prof. B. I. Wheeler, Cornell University. ADDRESS: "Greek and Latin, the Best Means of the Best Education today," H. n. Daniel H. Chamberlain, LL.D., New York City. CONFERENCE: "Defects in our Present Educational Processes," Prof. George M. Forbes, University of Rochester; Rev. E. A. Antill, Vice-President of Niagara University; Prin. A. C. Hill, Cook Academy; Prof. J. M. Milne, Cortland Normal School; Prin. J. W. Ford, Colgate Academy; C. W. Bardeen, Syracuse; Pres. C. K. Adams, Cornell University.



## THAT MANUAL TRAINING PROBLEM.

PRESIDENT THOMAS J. GRAY, ST. CLOUD, MINN.

It is not easy to separate the cold logic of a subject from the sentimental zeal of its advocates. If one were suddenly set down in the midst of a battle, the noise doubtless would so fill the senses as to occupy the energies of the whole soul, and one would have to become accustomed to it before any serious attention could be given to the actual forces of the scene about him. A little reflection, however, must restore him to the consciousness that all force is silent. The question of manual training well illustrates this supposed experience. There is just now an immense amount of noise. The observer is tempted to rush at those who are making the clamor, and force them to desist. But this must bring on a personal encounter, and whether one or the other be vanquished, nothing could be gained. The question must be discussed upon its merits, and all personalities be abjured. As yet little has been said upon the real points of the problem. The great body of educators is still to be heard from. The few assuming to speak are largely of that class of men who are easily affected by novel innovations. As the popular craze dies out, the residuum left usually astonishes those who were most earnest in its interests.

Nothing is more certain than, in this question, its advocates have surrendered their judgment as educators to the public clamor for "something practical in education." It is painful to see how zealous trained educators can become in adopting the often shallow opinions of men whose whole life has been given to other pursuits. What would be thought of the dignity of our bar if it should rush in to adopt as a profound principle of law every utterance of the public press? Who are editors as wise as they are, that their opinions should be accepted as the most advanced thought of the time? Yet it is very evident that the spirit of commercial greed, of industrial success, of utilitarianism, has thus far dictated the policy and plan of manual training schools. This has made them popular in a certain sense; they are a vast advance upon anything hitherto attempted in education, it is said, because, forsooth, they are "practical." This argument catches the ears of the people, whose ideals of manhood are represented in Croesus and Midas of old.

But alack the day when a patriot, a citizen, a statesman, a scholar, a Christian, a man, shall seem a less tangible and desirable ideal than an artisan, an instrument, a shaft, a pulley, a belt in a machine. Nor will the educational profession in this republic allow any such conceptions to dominate American schools.

The oft-repeated statement, or implied statement, that the tendency of our public schools is to belittle the dignity of labor and beget idleness, with its attendant vices, is a falsehood. But it is to be noticed that this charge is involved in every so-called argument from the disciples of handicraft. The statistical reports of the idle and vicious classes is a complete demonstration of the falsity of the utilitarian argument for manual training. As a matter of fact, these classes are not those who have had a school education; they are largely ignorant of its rudiments even. There is not, nor can history show, as industrious, contented, happy, prosperous a people as is found in this country to-day. These facts are as well known as the commandments of the Decalogue.

It is not poverty that keeps children from school. It is sin, drunkenness, extravagance, and most of all, a disposition against education and intelligence, and toward brutishness on the part of parents, begotten by a long line of ancestry as ignorant as themselves.

The question can never be solved on the basis of Mr. Spencer's meaning in his famous essay on "What Knowledge is of Most Worth?" This is the true inquiry, but it ought to be read, "What knowledge is of most worth to man as man?" not "to man as animal." The question of the education of our boys is not answered in teaching them that the most important law of life is self-preservation. The law of love, of suffering for others, of self-sacrifice, is an infinitely higher one.

No man can prove, nor has ever proven, that the education of the mind without the training of the hand, is hurtful. On the other hand, facts without number can be adduced to show the benefits of just such education. Indeed, that has been the education of the race. In often hearing a thing said, we sometimes forget that it has no basis in truth, and come to believe it.

If, then, the problem of manual training is to find solution, if this factor be introduced into our schools, if

it is worthy of any serious consideration, it must rest upon a better foundation than the law of the survival of the strongest. The very men who shout loudest for manual training because of its practical utility, are a confusion to their own argument. They were not so evolved, nor can they affirm that they would be any better men if they had been, for of this they can know nothing at all.

It seems incredible that the National Association of Superintendents could listen to some of the statements reported of that meeting in February. When it can be seriously declared in the presence of such a body, and listened to with gravity that, "There is to me more sentiment in a locomotive or a steamship than there is in the works of Shakespeare; George Stephenson is a grander figure in the history of the progress of man, than a score of statesmen of that time," it would seem that thinking men ought to ask, whither are we tending? The apotheosis of matter is complete. But one thing further is to be said, and that is potentially said in the statement given above, viz.: Morse or Fulton is a grander figure in the history of the progress of man than is Plato or Jesus Christ. The latter made neither steamboats nor telegraphs. He wrought in the world of thought, as did Plato, but the man who invents a sewing machine is greater than both! For shame, intelligent, Christian, American teachers!

I do not wonder that good men refuse to enter into any controversy over this worship and service of Mammon. Its very grossness is repulsive.

No man can carry out the absurd claims of the manual training apostles to their legitimate conclusions without seeing their utter nonsense. What has added dignity to labor? Skill? Nay, verily. It is intelligence. If skill saves the laborer from drudgery, then is the automaton who points the pins in a factory engaged in more inspiring, more dignified employment, he is more perfectly in harmony with his destiny than the Chief Justice of the United States, for the work of the former has less of error, less of the uncertain element of human judgment in it than the latter.

No American patriot, I care not who he is, ever thinks of doubting the dignity of labor. Our rich men as a class, are hard, very hard workers. Many of them are toilers. Our schools are to disseminate intelligence, not to build up a class distinction among us. That is already appearing fast enough. Already the rich have combined to oppress the poor. To make the poor more skilled in hand-labor would be a sorry equipment to enable them to compete with the Goulds and Vanderbilts, the "trusts" and "monopolies" so rapidly multiplying around us. Better, far better, spend our time, our wits, our money in making them more intelligent, giving them brain power. After it has all been said, it is *thought*, not *hands*, that moves the world—mind, not matter.

It is no reply to say that Jesus, and every other true teacher uses the material world to illustrate and enforce his thought. This is not the problem of manual training at all. It is the question of objective aids to thinking, of giving clear perceptions, of preventing the ignorant and harmful practice of memorizing symbols of things for the real images of things, a question quite other than that of manual training.

If one may be allowed to form his notion of what manual training really is from the books published, schools established, courses of study and products exhibited, it is evident that the very core of the theory is that the child must make with his own hand before he can adequately know, and that this making must be directed toward something of "practical," that is, commercial value. But the method of instruction which is accompanied by objective aids to knowledge, makes no such absurd assumptions. The Great Teacher did not send the multitudes, men, women and children out to sow, or reap, or to a foreign country to feed swine before he uttered his marvelous examples of the method of the true teacher.

Finally this will permit me to say what I had in my mind at first. Unless there can be found to underlie the claims of manual training a sound philosophy of instruction, it cannot survive a decade of trial. The tools and shops will soon be for sale.

In thinking over the problem it has occurred to me to put it in this way. It is a law of the spirit that it adequately knows that only which it projects into some form of externality. The Deity manifested, clothed, materialized, his spiritual essence in the material universe. The universe is the "time-vesture of the eternal." So the human spirit, in its energizing-seeks to externalize itself, not indeed in the sense of an original act of creation, but in forming, "bodying forth the shapes of things

unseen." This it does not do, because it is taught to do it, but from the necessity of the case. It is a law of its being. This law the world has ever known and applied. Not always consciously, perhaps, but just as any intuitive truth may be applied. Men have always acted on the knowledge that a straight line is the shortest distance between two points; they have not always been conscious of the universality and necessity of this truth.

The externalizing of the spirit may take the form of the spoken word, that is, time-enduring form; or of gesture, of written symbols, of drawings, or of material bodies, all space-filling forms. If, then, the workshop can offer to the seeking spirit the opportunity of more perfectly projecting itself into externality, and so of completing the process of knowing and feeling, it may find a place in the schools. But it is a question whether the time spent in handicraft, in *making* were not more profitably employed in *observing* and *thinking*. *The spirit may use the forms already provided as well as to take the time to make duplicates of them with the hands.*

The boy or girl may gain a correct idea of a pulley by looking at it,—an idea adequate for all the purposes of instruction and mental development. What he acquires in the making of it with his hands is mostly skill, not thought exercise. In proportion as his skill rises in efficiency, the thought element sinks toward automatic reflex action. The center of energy is transferred from the thinking instrument to some nerve center. The slight gain in the sharpening of the observing powers due to the act of making is greatly overbalanced by the infinite loss of time and opportunity for the exercise of thought upon new relations. The only escape for the advocates of manual training as now represented in the public press and by its ardent apostles, is to contend for the teaching of trades as a part of our school system. But this ground has already been found untenable, and is generally abandoned.

Indeed, it is an elementary fact of psychology that the soul finds the act of acquired perception as reliable in gathering data for thought as is original perception. We as confidently see the hardness of marble or the heat of molten iron as we could feel either. To abbreviate the operation of this great law in the acquisition of knowledge, is to do the growing mind a great wrong. I insist upon the wisdom and perfection of method, displayed by the Great Teacher in utilizing the forms of matter as means of developing mind, imparting truth, and making men.

Any attempt in education to confine the thinking instrument to the making of useless forms, for the sake of making, is to subordinate the creator to the creature. "Shall the thing formed say to the former, why hast thou made me thus?"

In the name of the Christian manhood and womanhood of the coming generation, in the name of our illustrious statesmen and patriots, in the name of the glorious company of apostles and saints, and writers, and thinkers, and philosophers whose priceless wealth we inherit, I protest against the gross materializing attempt of the modern iconoclasts who masquerade under the name of friends to our boys and girls.

St. Cloud, Minn., April 28, 1888.

PRIN. JARED BARHITE, IRVINGTON-ON-THE-HUDSON, N. Y.

That manual training, if put into practice, is a panacea for the so-called failures in our public schools, is a delusion of the worst type. It must be admitted by every honest educator that our schools do not fully meet the demands of the times. The failures are not through error in the general design of the system, but in the lack of spirit in the application of that design.

The system pursued in some schools is destructive of the very ends for which the schools are maintained. In those "pouring-in" schools where the teachers do nearly all of the work, while the pupils are but listeners, there grow up many evils such as, idleness, listlessness, superficiality, and want of mental development and culture. There can be no substitute for *mental industry*, in the development of the mind.

The educational, the labor, and the financial problems are of vital importance to us as a nation, and they are closely allied. The great mass of our pupils leave school at fourteen and engage in the work of life. If habits of industry, honesty, perseverance, careful investigation and respect for law, have been firmly established; if the soul has been taught to meet and fearlessly perform the duties of life, expecting award for duties *done* and not *evaded*; then when the workshop or the counting-room shall demand the service of youth so instructed, we expect that success will attend them. While we as teachers



should honor manual training and encourage all kinds of honest industry, there can be no doubt that President Gray is correct in thinking that there is no place for the introduction of a complete system of manual training in our public schools.

## ANSWERS.

COL. F. W. PARKER.

It is not easy to understand the point and purpose of President Gray's vigorous attack. He opposes manual training as an end in itself, and uses arguments which would have great force, if any acknowledged authority, or any persons of influence in education, were advocating trade-learning in our common schools. But it is a well known fact, that all the leaders in this movement are unanimous in their opposition to trade-learning. They all believe that manual training is one factor in education, and only one; but, being an essential one, that it should take its place with arithmetic, geography, history, and the other branches.

The names of the most noted advocates of manual training are Charles H. Ham, Felix Adler, Andrew J. Rickoff, E. P. Seaver, Supt. MacAllister, Mr. Solomon of Näs, Sweden, Dr. Wold Götze of Leipsic, Dr. Nicholas Murray Butler, H. H. Belfield, C. M. Woodward, and W. P. Powell.

It may be safely affirmed that these men never wrote or said one word in favor of trade learning in the common schools. Mr. Ham, the only layman among them, believes in and advocates the adopting of manual training, solely on account of this, its educative value. The only argument extant worth a moment's notice, in favor of trade-learning in elementary schools, is by Klausen Kass, who established hand-work for the benefit of the poor children of his native land. These facts, so well known to all educators, make it extremely difficult to comprehend the nature of the enemy, so vehemently assailed, and to estimate the real value of the arguments, which are to demolish said enemy. A careful study of the proceedings of the National Association of Superintendents, at Washington last winter, may help us out of the difficulty; but the quotations made by the writer, are not entirely favorable to the effort. It is an open question whether George Stephenson's iron horse has not done more for the civilization of the world "than a score of English statesmen of that time," during which the sturdy, thoughtful mechanic lived. Surely the great body of British savants, who told George Stephenson that his machine was a dead failure, did not cut a "grander figure" than the inventor of the iron horse. It is not hard to imagine that the speaker at Washington felt the emotion, the sentiment, if you please, that naturally arises from the thought of the countless homes that the iron horse has given to the millions of the wretched and down-trodden of Shakespeare's and Goethe's lands. He might have had the vision of grand normal schools, now spreading all over the great Northwest, made possible by a man not taught at Oxford nor at Cambridge. The "apotheosis of matter" is that matter through which shines the soul, that saves mankind. The sewing machine has made it possible for millions of women to read Plato and Shakespeare; just a little room for sentiment here, is there not? "Intelligent Christian American teachers" need not feel ashamed to study the lives and characters of the men who have done more for the spread of truth and Christianity in the last eighty years than all the statesmen ever born on British soil, whose prime achievements have been the robbery and oppression of the weak. President Gray has no word of criticism for the man whose brilliant sneers "split the ears of the groundlings," Supt. Marble; but he evidently attacks the man who is unselfishly devoting his life to the education of children, Charles H. Ham.

The suggestion in President Gray's opening sentence of the great need of "cold logic" is an excellent one, and had he confined the entire article to the discussion of the fine bit of cold logic with which he closes, the lesson would have been highly edifying and instructive. As it is, there seems to be the customary glow of convention stock phrases, and stereotyped pedagogical attitudes that do not have the wholesome effect of "cold logic." There is a striking contrast between the long preliminary attack and the sound, cogent reasoning in which he so wisely presents some basis for a very profitable investigation. The demand for manual training has come from the people, it is true, and that it is pressed with great zeal and earnestness is also true. That "bread and butter" motive began it, cannot perhaps be denied. That philosophical reasoning, at first, had little place in

the debate, is a well known fact. If, however, manual training proves to be an indispensable factor in symmetrical development, the pertinent question is, which ones are to be adversely criticised as overlooking their manifest duty to the children; the laymen, who without the soundest reasons, are pressing the demand, or the "great body of educators still to be heard from;" the thoughtful, humanity loving, professional educator, is bound to find the best, and all the best, that is to work out the salvation of the children of this Republic, and the perpetuity of the nation itself. It, at least, is not a striking mark of devotion to the great cause to be thrown into a state of mental irritation, not to say wrath, on account of a modest, although earnest, plea on the part of the people. If the demand is wrong, cold logic, of which all educators have such an abundance, can meet and overthrow it; if right, the thanks of all educators, so engrossed in other important didactic interests, are due to the "innovators" who have, with some "noise," called their attention to a neglected good. Any interest the people have in the common schools, should be sedulously cultivated. For, however advanced theory may be, it must await for the right political and social conditions before it can be applied.

H. H. BELFIELD, DIRECTOR CHICAGO MANUAL TRAINING SCHOOL.

It is very kind of President Gray, and it shows his remarkable self-command, to put behind him the devil by whom he "is tempted to rush at those who are making the clamor, and force them to desist." The advocates of manual training will always hold him in grateful remembrance, while they continue to produce the "immense amount of noise" which seems to have disturbed the president's Rip Van Winkle slumber. Nevertheless, his kind forbearance has deprived us of considerable amusement. What more exhilarating sight than Patroclus Gray "rushing" upon such Trojans as Presidents Walker and Gilman, Superintendents MacAllister, Harrison and Powell, Dr. Woodward, and Mr. Ham?

But President Gray forgets himself when he says that "the few assuming to speak are largely of that class of men who are easily affected by novel innovations," that "its advocates have surrendered their judgment as educators to the public clamor for something practical in education," etc. This will cause a smile on the faces of thousands who know the men who are prominent in this movement, but who have never heard of President Gray. It were easy to retaliate by remarking that there are some persons whose mental constitutions and habits effectually prevent their acceptance or even understanding of "novel innovations," when the novelty militates against their long-cherished opinions. But such pleasantries, delightful as they are, should be avoided, when, to use President Gray's words, a "question is discussed upon its merits, and all personalities abjured."

I do not know of a better illustration than is afforded by President Gray's article of the old habit of attacking the man of straw which the writer has himself set up. But I wish to acquit the president of being intentionally guilty of this mode of argument, since his entire article reveals the crassest ignorance of the subject concerning which he writes. I wish not to be unkind in this remark, but it is the most charitable hypothesis: for no man having the slightest acquaintance with the schools or literature of manual training could honestly write an article, which, as far as I can understand it, is based upon these two propositions:

1. The aim of manual training is the making of mechanics.
2. The advocates of manual training propose to substitute the training of the hand for the culture of the brain.

It is not necessary to say to anyone who has given the subject any attention that both these propositions are repudiated by the men who are in favor of "this worship and service of Mammon," i.e., the manual training school; and any man who asserts or implies that the object of the manual training school is to teach trades, stands in one of these three positions, viz.: He is ignorant of the subject: or, he maintains that the advocates of manual training are ignorant of what they are doing: or he charges them with dishonesty.

The other proposition stands on equally good foundations. If President Gray had informed himself, he would know that the hand training does not supplant the academic work. This is certainly true of the schools known as "Manual Training Schools," such as the St. Louis, Philadelphia, Baltimore, Toledo, and Chicago schools. It is not true of Mr. Auchmuty's New York trade schools, which are never classified with those just named.

To show how far from the truth are those who believe that the manual training school substitutes hand work for book work, consider for a moment the Toledo High School, which has a manual training "annex," in which the pupils are boys and girls regularly enrolled in the high school, and engaged in the regular studies of the high school, the work in the manual training department being additional. The principal of the Toledo High School,—not the director of the manual training department, observe—says: (Toledo Report, 1887, page 61.) The privileges of the manual training school are refused "to any pupil who through neglect or indifference fails to maintain a class standing satisfactory to the teachers of the high school." He also says, "Even dflatory students prefer the task of hard study to the forfeiture of their privileges in the manual training department." Also, (page 68, same report) "The graduating class consisted of thirty-eight members eighteen of whom were boys. This is the largest number of boys that has ever graduated in one class from the Toledo High School. Several of these boys would not have remained in school till graduation, had it not been for the influence of the manual training school."

President Gray wishes to "discuss the question upon its merits." I maintain that a scheme that will stimulate indifferent boys to better scholarship, that will keep in school boys who would otherwise leave it, without lowering the standing of scholarship, is a scheme worthy of careful investigation and consideration. If it accomplishes nothing more than this, it will not down before President Gray's rhetoric.

If, instead of abusing the educators who are carefully studying and experimenting in order to discover the true value of hand training, and the best method of introducing it into the public schools, President Gray would study the subject, he would appear in the light of one seeking to advance a knowledge of the truth, instead of trying to retard progress. I heartily agree with him in his remark "unless there can be found to underlie the claims of manual training a sound philosophy of instruction, it cannot survive a decade of trial." If it is not in the line of the true philosophy of education, I shall rejoice at its speedy and utter downfall. Does not President Gray know that the literature of the subject bristles with articles on the philosophy of this style of education? Let him earn the everlasting gratitude of the American people by showing that this is a false philosophy, and that the profoundest psychology demands the complete divorce of hand and brain.

President Gray's attempt to excite the animosity of the friends of public schools against this movement came too late: and his attempt to arouse the "odium theologium" is as contemptible as it will be futile. The public schools have grown with the demand of the times. Even normal schools were a "novel innovation." They are very different from the public schools of twenty-five years ago. As long as they are a living organism they will continue to grow: when they shall cease to grow, the people will demand something in their stead which shall have life. A battle similar to this was fought a few years ago on the subject of drawing. The arguments used against drawing then, are now used against manual training. Even now we find school boards and teachers who condemn drawing, normal schools, and everything except the traditional three R's. As long as ignorant, stupid, and obstinate men, who plant themselves against all progress, are found in educational high places, such things are to be expected. But as intelligence permeates a community, these men are relegated to private life, to the obscurity from which they never should have emerged.

President Gray dismisses very summarily and dogmatically the important question why children leave school early. "It is not poverty that keeps children from school," he says. This is probably true in a thriving farming community: but in a large city like this there are many thousands of children at work in stores and factories, who would be in school but for the poverty of their parents. I know this to be a fact from personal experience as principal of a grammar school in this city: from the experience of my colleagues; and from correspondence with many superintendents of schools throughout the country.

President Gray's article, in its logic and its rhetoric, is a good specimen of "early English," clearly recognizable as belonging to the second period of college life. "No man can prove," he says, "that the education of the mind without the training of the hand is hurtful." Neither can any one prove that the education of the right without the training of the left hand is hurtful. It is easy to show that the man is better trained when both hands are educated. It is easy to show that the



right hand is better trained when the left hand is trained with it.

The president's indignation reaches the boiling point when he pictures to himself the craven-spirited superintendents at "that meeting in February" permitting the utterance of the sentiment that "there is to me more sentiment in a locomotive or a steamship than there is in the works of Shakespeare; George Stephenson is a grander figure in the history of the progress of man than a score of statesmen of that time." I think that the assembled superintendents should be forgiven for not "rushing" in a body on Mr. Ham, and dragging him from the rostrum, or for not hurling the furniture at him, after the manner of Jenny Geddes, of immortal memory. Mr. Ham was there as the invited guest of the association, and it was only common courtesy to permit him to speak, even though he expressed sentiments not in accord with the opinions of his audience.

Mr. Ham can defend his positions in English whose vigor will astonish President Gray, and I will leave him to his tender mercies in attacking what he calls "the utilitarian argument for manual training."

President Gray rehearses the long since exploded statement that the criminal classes "are not those who have had a school education; they are largely ignorant of its rudiments even." I had supposed that every body knew that the average intelligence of inmates of jails and reformatories was about the same as that of the communities represented: but here is a man who must have found that "Lodge in some vast wilderness," for while Cowper sighed: so far removed from the crimes of mankind that even prison statistics do not reach him.

But I fear I have already exceeded my limits, and I leave the president's paper very reluctantly, since many choice morsels remain untasted. I cordially invite the president to visit my school where I think he will find some things not hitherto dreamt of in his philosophy. I flatter myself that he will find us neither "gross materialists," nor "masquerading modern iconoclasts," nor more deeply mired in the "worship and service of Mammon" than the normal school presidents who command a similar salary. Come, Mr. President and convince us of our disgraceful conduct in pandering to "people whose ideals of manhood are Croesus and Midas." But I warn you beforehand, that unless you are encased in an unusually tough armor of prejudice, you may suffer the same fate that has befallen others "who came to scoff and went away to work for manual training." Come, be convinced, and write to Dr. Allen that your paper is to be taken in a Pickwickian sense.

SUPT. CHARLES E. GORTON, YONKERS, N. Y.

It is difficult to express my views on Prof. Gray's article in a few words.

With some of his statements all educators must be in accord; but I believe his general conclusions are erroneous, and that a "sound philosophy of instruction" does underlie manual training.

The hand training, for which I hope, will be closely connected with intellectual activity and growth and will be a prominent factor in the symmetrical development of the whole man. It will not diminish the present mental and moral culture, but it will dignify manual labor.

I confess to the belief that we have educated children away from those occupations which must always engage the majority of mankind.

C. E. MELENEY, SUPT. PUBLIC SCHOOLS, SOMERVILLE, MASS.

I have read Mr. Gray's article on "That Manual Training Problem," and in response to your request for my opinion of it, reply very briefly.

Mr. Gray has done a service to the cause of education. He has found somewhere, we know not where, a manual training problem which he calls "That Manual Training Problem." He has unearthed it and dragged it before the bar of educational justice.

Let us see what kind of manual training it is. In his own words "it is something practical in education." "Its policy and plan is dictated by commercial success and utilitarianism." It is to make "an artisan, an instrument, a shaft, a pulley, a belt in a machine," instead of "a patriot, a citizen, a Christian, a man." It rests upon the "law of the survival of the strongest."

"That Manual Training Problem" makes "the man who invents a sewing machine greater than Plato and Jesus Christ." In this manual training "the material world is used to illustrate and enforce thought." It teaches "that the most important law of life is self-preservation." "That" manual training is "the apotheosis of

matter." It is the "worship and service of Mammon." "That" manual training is "to build up a class distinction among us," "to make the poor man skilled in hand labor."

Further: "It is evident that the very core of the theory is that the child must make with his own hand before he can adequately know, and that this making must be directed towards something of 'practical,' that is, commercial value."

It would be interesting to know where "That Manual Training" exists. If it does exist any where it is well that Mr. Gray has found it and exposed it.

Mr. Gray implies that he found it in "the books published, schools established, courses of study and products exhibited." What books, where are such schools and courses, where are the products exhibited? We must congratulate Mr. Gray upon his discovery, but we hope that he may not be long in finding out that there is a manual training problem, very different from the one he has unearthed, one based "upon a sound philosophy of instruction." Well, Mr. Gray, buy a copy of Mr. Ham's book on manual training. You will find there page after page showing the relation of manual training to the principles of education. As all educators recognize the kindergarten as a sound educational system, we may assume that Mr. Gray does. See what Mr. Ham says on page 5, on the kindergarten and manual training. See also pages 126-129, 245, etc. It would require too much space to quote from this book which cannot be mistaken by any intelligent reader as unequivocally opposed to "That Manual Training."

The reader may also refer to Mr. McArthur's work on education in its relation to manual industry, or to Prof. Hailman's new book on "primary methods and kindergarten instruction."

It is very surprising that Mr. Gray has not seen the courses of study of the manual training schools of Chicago, and St. Louis, in which the object of the course is set forth in unmistakable terms. Whoever has visited the manual training school of Philadelphia, or the manual training department of Girard College, cannot fail to realize the fact that the instruction is based upon the true principles of education, and aims at the complete and harmonious development of the whole boy.

The incorporation of the kindergarten system into the primary schools of Paterson, N. J., which is the earliest step in the manual training course in their public schools, is an illustration of the kind of manual training which we in the East believe in. Under this manual training problem lies "a sound philosophy of instruction." The man, the complete, rounded, all-sided, harmoniously developed man is "the tangible and desirable ideal." We propose by our system of education to provide for the cultivation of the powers of expression as well as the powers of acquisition. We believe that representation, by form, drawing, and language, helps to develop perfect concepts. We propose to afford the hand, which is the chief instrument in expression, a fair chance in this educational work, and by so doing we expect to sharpen the "wits" and "give them brain power."

We will "make them more intelligent," and make more skillful the hand that can give expression to the thought that moves the world.

DR. NICHOLAS MURRAY BUTLER,

President College for the Training of Teachers,  
New York City.

Professor Gray has a very superficial knowledge of what has been said and written about manual training. He has no acquaintance whatever with the pedagogic argument in its favor. He objects to it as "practical," "materializing;" he prefers the unpractical, perhaps. He erects a wall between skilled hand-power and brain-power; psychology does not. He has nothing to say of the vital relation that subsists between thought and expression, and of the necessity for training the powers of expression; psychology has. He advocates as complete and perfect an education which throughout its course makes no appeal to the judgment and the executive faculty; psychology does not. He fancies that mind can create, as well as combine, material; psychology does not. He cannot see that manual training is based, so far as the ethical argument in its favor is concerned, on self-sacrifice, on giving to others, on brotherly love; common sense can. He prefers to excel adding columns of figures for \$3.00 per week, and to depreciate the laying of bricks for \$3.00 per day, for the latter brings greater returns, and hence is more "practical," more materializing than the former; common sense does not. This logic would drive reading and writing out of the schools, because some persons depend upon them for their living; common sense would not. He would edu-

cate a child to live in a world of words and ideas alone; common sense would not. He cannot see that words and ideas depend primarily upon things, and that symbols without the things symbolized, are empty and vain; common sense can. He does not know that modern philosophy, whether as taught by Spencer, showing the inter-dependence of egoism and altruism, or, as taught by Hegel in his ethical doctrines, comes back to that Teacher who is greater than all others, and says with him, "Whosoever will save his life shall lose it." The highest and most enduring form of self-preservation is self-sacrifice. Philosophy, psychology, and common sense furnish the arguments for manual training. Professor Gray has yet to learn that fact.

SUPT. THOMAS M. BALLIET, SPRINGFIELD, MASS.

It appears to me that President Gray's statements are altogether too sweeping and general in the first part of the article; like sheet lightning, they are brilliant but (as it seems to me) hit nothing.

It may fairly be questioned whether, as he charges, educators "have surrendered their judgment to the public clamor for 'something practical in education.'" Educators are forced by the popular clamor to face the question and to solve it, but none of those who have a right to speak with any authority are guided in their thinking by the public press, or by the clamor of men to whom the word "practical" is suggestive of nothing but dollars and cents. It is fortunate that the press is taking up the question. Agitation will help the movement, even if the bread-and-butter phase of it be kept uppermost. It remains for thoughtful educators to direct it, and in order to do this they must have a clear conception of its purpose and the means by which it is to be accomplished.

President Gray, offended because some over-zealous brother made a wrong estimate of the relative value of the tragedy of Hamlet and a valve, or the smoke stack of a steam engine, before the National Association of Superintendents, exclaims with righteous indignation, "I do not wonder that good men refuse to enter into any controversy over this worship and service of Mammon. Its very grossness is repulsive!" Now, I for one, am willing to be wicked enough to "controversy" the assumptions implied in this statement, and to say in terms equally dogmatic that any such conception of the meaning and aim of manual training is radically wrong. That the Great Teacher "wrought in the world of thought" is quite true, and there may have been more than one reason why He "made neither steamboats nor telegraphs," but is it fair to assume that a carpenter's son at the age of thirty was altogether a stranger to the axe, the saw, and the hammer?

The assumption throughout the greater part of the article is that manual training aims to give a boy a trade to enable him to earn a living and nothing more,—that it is a "worship and service of Mammon."

President Gray, however, himself confesses, when he comes to think of what he intended to say when he began to write, that he suspects that manual training may mean something more than Mammon worship. When he comes to the close of his article he says, "Finally (the italics are not his) this will permit me to say what I had in my mind at first. Unless there can be found to underlie the claims of manual training a sound philosophy of instruction, it can not survive a decade of trial." Then he goes on to say that manual training—the making of things—may be looked upon as a means of thought expression, like drawing, and language, and that the "workshop" may after all "find a place in the schools," "if it can offer to the seeking spirit the opportunity of more perfectly projecting itself into externality, and so of completing the process of knowing and feeling." This view of the significance of industrial education has been presented so often and so clearly that one would think no person who had read the recent literature on the subject, would assume that educators saw only the "worldly," money-getting and bread-earning phase of it.

But even here President Gray, fearful that the reader might hold him responsible for being logical, explicitly states that "it is," after all, "a question whether the time spent in handicraft, in making, were not more profitably employed in observing and thinking." The spirit may use the forms already provided as well as to take the time of the hands to make duplicates of them "(!) President Gray I take it, would want a workshop supplied with all the necessary apparatus, with planes, saws, hammers, lathes, files,—would put in specimens of the different manufactured articles, then let his class spend a few hours a day in gazing at the tools and the finished products, "observing" them, "thinking" about them, and "external



izing" their "spirits" in jack-planes, hammers, files and saws! He would take his class back, after this exercise in the "worship and service of Mammon," to the less worldly and ungodly department of his school, and teach them the other "space-filling forms" of which he speaks—"gesture, written language and drawing"—not by having them draw and write, but by having them "externalize" their "spirits," and so "complete the process of knowing and feeling," by having them gaze at, "observe" and "think" about beautiful ready-made drawings and well constructed sentences! For "it is a question whether the time spent in [drawing and writing] making, were not more profitably employed in *observing* and *thinking*."

WM. M. GIFFIN, A.M., NEWARK, N. J.

President Gray is far from right when he says, "The few assuming to speak are largely of that class of men who are easily affected by novel innovations." If Mr. Gray will take the time to study the history of his profession, he will find that the manual training problem is not by any means a *novel innovation*. He will also find that representative men of the past, as well as those of the present, are its champions.

When I read the arguments of some educators, I am at once convinced that they have not yet a full understanding of even the first principles of manual training. They see about as much in the hammer and saw as old "Squeezers" saw in his botany. Their idea of manual training is to turn out cobblers, carpenters, and tinkers. They see only the tools and the rough work done with them. The psychological side of the question is as far removed from them as the forty-seventh problem of Euclid is from the child just learning the fundamental rules in arithmetic.

We were one day teaching a class of primary children the number three. The exercise was conducted before a body of teachers. The children were strangers to us. We were illustrating how the different senses could be used to reach the mind. Nearly all were readily taught the number. These were dismissed, and the slower pupils were taken by themselves. Some of these we reached through the sense of sight, some through hearing, and others through touch. All were at last taught the number understandingly. We felt we had gained a victory, as the last little fellow's mind was hard to reach. When congratulating ourselves, another pupil was brought to us, who showed in every feature a lack of mental power. We were asked to see what we could do with him. We began the task by first talking to him of familiar things, to get his confidence. Next we began to try and reach his mind. After using all the senses, we were about giving up in despair when we thought of his tongue, which we knew was very sensitive to touch. The little fellow was asked to "stick out his tongue." We touched it three times, and told him to tap the table that many times. This he did. By other tests we convinced the audience of interested teachers that his knowledge of the number three was perfect.

Does Mr. Gray see, *stated* or *implied*, in this account anything that suggests that all teachers are to pass around their classes each day asking the children to stick out their tongues for the teacher to touch?

A pupil of ours, whom we considered a lazy, dull, and stubborn fellow, was given up as hopeless. It chanced, however, one day, that his teacher expressed a desire for a pair of brackets. In a day or two, to her surprise, in walked this boy Henry with a handsome pair which he had made for her. On another occasion our electric bells were out of repair, and we happened one day to mention the fact in Henry's presence, and lo! in a very short time, Henry had them in a much better condition than they ever before had been. Henry finally left school, and obtained work in an electric factory. There he soon acquired such skill as to be able to explain a new electrical invention to us much more clearly than we had ever explained a grammatical construction to him. We venture to say Henry does more hard study to-day than any three of his old class-mates. Is it *expressed* or *implied* in this account that each school is to start an electric factory? No; it is given simply to illustrate the possibilities that were in that boy.

If, then, the hammer and saw, or anything else under the sun, may be used as a means to reach the minds of pupils who otherwise are not reached, in the name of common sense and progress, let us buy them.

Mr. Gray in his article mentions Christ, and says, "He wrought in the world of thought." Did Mr. Gray ever stop to think that God, in his infinite wisdom, saw a reason for having Christ, his divine son, spend a large

portion of his life at the carpenter's bench before he began his grand work as a Teacher of Men?

#### FROM SUPT. A. G. LOVE.

One of the best answers is found in the approval of the work of Supt. A. G. Love, by the board of education of Jamestown, N. Y. They say the introduction of manual training, has greatly contributed to the reputation and progress of the High School. And this it must be remembered is a collegiate institute where young men are prepared for college. Manual training was introduced there in 1874. Mr. Love says, "manual training means mental training."

#### ARABIAN LITERATURE.

By PH. H. GRUENENTHAL, N. Y. CITY. G. S. 79.

What we know of Arabian civilization in the time before Mohammed, is taken from Greek and Roman geographers and historians, and Byzantine writers, but it is so scanty, and in part so incorrect, that it does not give us a true picture of old Arabian civilization. Of a people, essentially nomadic, who called but a few cities their own, we can expect but a low degree of cultivation. Literature in a wider sense can, therefore, not be spoken of, before the 7th century, we may safely suppose. Poetry only flourished. Minstrel-like did the adventurer describe his deeds. No higher idea inspired the poet, no deeper sense underlay his song. Vigorous and strong as the language may be, the songs are not to the taste of the present time.

Before Mohammed's time Arabia had poets who glowingly and vigorously described adventures, deeds of heroes and the beauty of women.

Great fairs were held at Mecca, and in the 5th century prize singing was a great feature with them. They remind us of the Olympic Games. Of the poems that were rewarded with a prize only seven have come to us. They were called "gilded and are marked by their deep sensation," "higher elevation of conception," "richness of pictures and sentences," and "their fervor of revenge and love."

As soon as the people had been united by Mohammed, as soon as it entered history as a state, the political conditions of public life changed. Soon after the death of the Arabian prophet, centers of education were formed in Arabia itself, and in the conquered provinces; these centers proved to be of great advantage to the new literature, now starting. Abu Bekr, Mohammed's father-in-law, was the first caliph who collected the doctrines of Mohammed, in a book called the Koran. His successor Othman, the third caliph revised it and made it public. It contains the speeches of Mohammed to his followers, praises to God, laws, dogmas, monitions, polemics against idolaters, Jews, and Christians. Some of these ideas are taken from the Bible after Jewish and Christian traditions. Worthy of notice is what the Koran has to say about "God, Providence, Resurrection, Reward and Punishment."

The laws were adapted to the simple wants of the people. Most impressively was the doctrine of the Unity of God expressed. Justice and benevolence to the poor and the slaves are highly recommended. The doctrine of absolute predestination, the dogma that no man can move one hair's breadth from the line laid down for him from eternity, the glowing description of future life, and the assurance that he who dies for the cause of God surely enters the portals of Heaven, were means to inflame the warlike spirit of the Mohammedans. On account of the climate of the country, frequent washings are ordered, the use of intoxicating beverages is forbidden, while polygamy to a certain extent is permitted.

Eighty years after the death of Mohammed, the Arabs had extended their conquests from Lisbon to the Indus, beyond Samarcand. Soon science and art began to flourish among the Arabians. Almansor, and in a higher degree Haroun-al-Raschid, at the court of Bagdad supported them. This was at the end of the 8th century. Haroun-al-Raschid called the learned men from all parts of the world into his country, and rewarded them princely; the best works of Greek, Syrian and Old Persian learned men were translated into Arabian, and the copies of them were widely spread. Al Mamum (813-833) offered one hundred weight of gold and eternal peace to the Greek (Byzantine) emperor, if he would permit the philosopher Leo to come to him for a short time and give him instruction. Under this caliph's rule prominent schools at Bagdad, Bozra, Bokhara, and Kufa, and large libraries at Alexandria, Bagdad, and Cairo were

founded. His successors of the Abbasid dynasty served in the same holy cause, and in the same spirit. Contesting with the Abbasid dynasty of Bagdad for the highest rank in learning, we find the dynasty of the Omajjades in Spain; what Bagdad was for Asia, Cordova in Spain was for Europe. There, in the 10th century, the Arabs were the only bearers of civilization, of literature. Besides Cordova, the Arabs founded fourteen academies, and many elementary and higher schools in Spain. They also founded there five very important public libraries. The library of Caliph Hakem is said to have consisted of 600,000 volumes; such immense progress made this nation in one and a half centuries after it had become acquainted with and befriended Greek science.

Excellent are the services of the Arabs in geography, history, medicine, physics, mathematics especially in arithmetic, geometry and astronomy. Arabic words like algebra, alcohol, azimuth, zenith, nadir, etc., our numerals, although of Indian origin, play a prominent part in all languages; all geography the Middle Ages possessed they owed to the Arabians. Especially did they extend the geographical knowledge in Asia and Africa. In the northern part of Africa they came down as far south as the Niger, as far west as the Senegal and in the east to Cape Corrientes. The generals were held to bring maps of conquered countries. They extended the knowledge of Arabia, Syria, and Persia, and some geographical knowledge of Tartary, Southern Russia, China, and Hindoostan. More important than these maps are the descriptions travelers gave of countries which they visited.

The philosophy of the Arabs is of Greek origin. They adhered to Aristotle, who through them became known in Spain and throughout Western Europe; for from the Arabic his works were translated into Latin. But Aristotle, whom they explained as the New Platonic school did, became known to them through translations which were made under the Abbasid Dynasty. Their attention was directed to dialectics and metaphysics.

Many philosophers were also physicians, and undoubted credit is due them for their medical knowledge, in which, next to geography they excelled most. At Dschondisabur, Bagdad, Ispahan, Firuzabad, Bokhara, Kufa, Basra, Alexandria and Cordova were medical colleges (8-11 century) of a high character. They followed the Greek school.

Anatomy did not gain anything by the Arabs because the Koran forbids dissection; but the more was done in pure medicine and chemistry. In nosology (systematic classification of diseases) they made some progress. Some of their medical writers acquired quite a name such as—Aharun with his treatise on smallpox. Avicenna as the editor of a medical canon, Ali-han-Isa on eye diseases, etc.

The Arabs stood high in mathematics. They introduced in arithmetic the use of numerals, in ascending proportions by ten, as we now use them.

In trigonometry they introduced the sinus instead of chords, simplified the trigonometrical operations of the Greek, and extended the use of algebra. Alzahan wrote about optics, Naasidir-eddin translated the elements of Euklid; Dscheber ben-Afia commented on Ptolemy's trigonometry, etc.

They worked principally in astronomy; and had prominent schools and observatories in Bagdad and Cordova. In 812 Alhazen and Sergius had translated the Almagest by Ptolemy into Arabian. Averrhoes observed the inclination of the earth's axis (10th century), etc. No less prominent were the Arabs in grammar and lexicography. But so prominent as the Arabs were in science and literature in the Middle Ages, so poor a picture can we draw of their status in science during the past few centuries up to the present time. It must be remarked that when we speak of Arabians, we usually mean the Mohammedan Arabian. There is also a Christian Arabian literature, which however is far inferior to the Mohammedan. There are some Christian writers whose works are worthy of notice; they wrote principally sacred history. The Old Testament which they used is not a translation from the Hebrew, but from either Greek or Latin.

John Wesley once preached from the text, "One thing is needful."

When the congregation was retiring from the church a lady exclaimed in a tone of great surprise, "Is this the great Mr. Wesley, of whom we hear so much? Why, the poorest might have understood him."

The gentleman to whom this remark was made replied, "In this, madam, he displays his greatness, that while the poorest can understand him the most learned are edified and cannot be offended."



## THINGS OF TO-DAY.

Bishop O'Dwyer threatens to ex-communicate those who disobey the Pope's rescript.  
 Lord Stanley was sworn in as Governor-General of Canada.  
 A storm did great damage in the West.  
 Emperor Francis Joseph has declared that he desires peace.  
 Emperor Dom Pedro is recovering.  
 A dog, enclosed in a barrel, passed safely over the Horseshoe Fall at Niagara.  
 The President approved the bill to establish a department of labor.  
 New York park commissioners reported in favor of tunneling the Harlem River.  
 Ecuador, Bolivia and Venezuela have elected presidents this year. Mexico will also elect one.  
 Great Britain is carrying on a war in Tibet.  
 Preparations are making for the Paris exposition.  
 A bill, making an appropriation to build an air ship, was reported favorably in Congress.  
 Prof. Edward Danforth died in Elmira.  
 Several more members of the Irish National League have been arrested.  
 Emperor Frederick died.  
 Mr. Parnell gave a dinner to his colleagues.  
 The Spanish cabinet resigned. Another cabinet was formed.  
 Prof. William L. Birbeck, founder of the Birbeck Institution in London, died.  
 A monument to Gen. Putnam, was dedicated at Brooklyn, Conn.  
 The appropriation bill in Congress allows \$5,000,000 for the navy.  
 Walt Whitman is suffering from paralysis.  
 Stonewall Jackson's monument at Chancellorsville was dedicated.  
 A son and a daughter of President Garfield were married at Mentor. The double wedding was largely attended.  
 Work on the Nicaragua Canal is progressing favorably.

## FACT AND RUMOR.

The board of trustees of Franklin and Marshall College, Lancaster, Pa., refused to accept the resignation of Dr. Thomas G. Apples. They relieved him of the discipline of the college, and he agreed to serve another year.  
 The Rev. Augustus W. Cowles, D.D., LL.D., impelled by advancing age, resigned the presidency of Elmira Female College, to take effect June, 1888. He has held the position thirty-three years.  
 Among the Yale men who receive degrees this year are four Japanese students.  
 Thomas W. Jordan, president of Emory and Henry College, in Virginia, has been elected professor of Latin at the University of Tennessee, and will begin his new duties in September next.  
 A monument is to be erected near the arsenal at Yeddo, over the newly discovered grave of William Adams, an Elizabethan mariner who opened the ports of Japan to British commerce.  
 Dr. A. L. Chapin, the venerable ex-president of Beloit College, who was recently stricken with paralysis, was graduated at Yale in 1837, and seven years later went to Milwaukee, where he was a Presbyterian pastor for twenty-four years.  
 A memorial of Mrs. Dinah Muloch Craik is to be erected in Tewkesbury Abbey.  
 The favorable testimony of thousands should convince you of the merits of Hood's Sarsaparilla.

## EDUCATIONAL NOTES.

## ALABAMA.

Hon. Solomon Palmer was re-nominated for state superintendent. If elected, this will be his third term. His candidacy will be almost universally satisfactory to the teachers of Alabama.  
 The people of Sylacauga are putting up a very neat, new college building.  
 The Greenville schools are in fine condition. There is a movement on foot to re-build the Collegiate Institute, which was destroyed by fire.  
 The Talladega County Teachers' Institute met at Talladega recently. Although the attendance was small, the meeting was interesting, and many educational questions were discussed.  
 Professor Russell, of the Gaylesville high school, recently delivered before the teachers of Cherokee county an instructive lecture on geography. The institute was held on Saturday.  
 Cross Plains. State Correspondent. JAMES W. WESSON.

## CALIFORNIA.

The commencement exercises of the State Normal School at San Jose were held recently.

## CONNECTICUT.

The principals of the New Haven schools made visits, during the spring vacation, to the schools in other towns. Superintendent Dutton, after delivering an address at the meeting of the Middlesex County Association in Boston, spent several days at Philadelphia and Washington.

Mr. F. E. Bangs, principal of the Wooster school, New Haven, and Miss Augusta Crane, head teacher of the same school, were married May 2.

Miss Sarah A. Tucker, head teacher of Skinner school, New Haven, has resigned, and will remain in California until her health becomes better. Miss Alice G. Sumner, vice-principal of the Welch Training school, will also retire June 1.

A. B. FIFIELD.

## INDIANA.

Mr. H. H. Keep has gone from Pleasant Lake to Waterloo, to become superintendent of the graded schools of that place.  
 The city schools throughout the state, generally, have closed for the summer vacation.  
 Almost every county has its "summer" normal term. In many of these schools good work is done, notwithstanding the mild criticism of the "old professors."  
 The senior class of the Evansville High School numbers thirty-one, and of these thirty are girls. The Hoosier girls are proving themselves worthy of a promotion in the business and political world.  
 Examinations for primary teachers will be held June, July, and August, in every county in this state. This examination is for teachers employed in town and city schools who are employed in the lowest grades.  
 Col. F. W. Parker is within our borders occasionally spreading the gospel of the "new education." He is always welcome.  
 The public school building at Plainfield was recently burned to the ground. Prof. G. W. Bell was principal of the schools.

## IOWA.

Prof. C. A. Cramming, conductor of school of art in Cornell College, Mt. Vernon, will open a summer school of art at Spirit Lake, July 2.

## Normal Institutes.

PLACE.	DATE.	DURATION.	CONDUCTOR.
Iowa City	July 23	3 weeks	O. A. Byington.
West Union	July 23	3 weeks	A. L. Colgrove.
Clinton	July 23	4 weeks	G. B. Phelps.
Indianola	July 23	3 weeks	S. M. Cart.
Washington	July 30	3 weeks	J. A. Barnes.
Mt. Ayr	July 30	3 weeks	M. E. Phelps.
Corning	July 30	3 weeks	Ira P. Clark.
Emmetsburg	July 30	3 weeks	P. H. Donlon.
Wapello	July 30	3 weeks	E. R. Eldridge.
Mt. Pleasant	July 30	3 weeks	J. F. Riggs.
Fairfield	July 30	3 weeks	R. A. Harkness.

## KANSAS.

High school commencement exercises were held in Salina June 1. Four pupils graduated.  
 Kansas built 812 school-houses last year.  
 State University commencement exercises occurred May 29—June 7.  
 Topeka's 12th annual high school commencement took place June 7. There were 34 graduates.  
 Work has been commenced upon the normal department of Garfield University to be located at Enterprise.  
 An effort will be made in Dickinson county to carry county uniformity of text-books.  
 Kansas will send a large delegation to San Francisco. Prof. J. N. Wilkinson has most thoroughly advertised.  
 Hope. C. M. HARGER.

## KENTUCKY.

The Kentucky State Teachers' Association will hold their next meeting at the Mammoth Cave, July 3, 4, and 5. They extend a cordial Kentucky welcome to all educators.

## LOUISIANA.

Teachers' institutes have been held recently at Arcadia, Monroe, Amite City, and Lafayette.

## MARYLAND.

The public schools of Cecil county will be kept open the full term of ten months this year. \$40,000 is the estimated cost for keeping them open the entire term next year.  
 Mr. Overholt, for many years principal of the Friends' Normal School of Rising Sun, has tendered the trustees his resignation, ill health is the cause.  
 West Nottingham Academy held its one hundred forty-seventh commencement on Thursday, June 14. W. S. CONNER.

## NEW JERSEY.

The Essex County Teachers' Association held its last regular meeting at Edison's laboratory, Valley Road, West Orange, June 2. Mr. A. E. Kennelly, one of the managers of the laboratory, conducted the teachers and their friends through the building. After this, the annual meeting for the election of officers of the association was held.  
 Prof. Thomas Davidson of Orange, with other prominent teachers, inaugurated a course of lectures last year at Orange, which are intended to be supplementary and preparatory to those of the Concord School of Philosophy. They will be continued this year at Farmington, Conn., and the following is a program of the course in general:

The morning lectures, which will be chiefly theoretical and historical, will treat of "Medieval Catholic thought as embodied in Dante," "Modern Catholic thought as represented by Rosmini," "The Pagan Renaissance as summed up in Goethe's 'Faust,'" "Modern religious thought as exhibited in Tennyson's 'In Memoriam.'"

The evening course, which will be practical, will treat of "Bodily training as a branch of pedagogy," "Manual training as a branch of pedagogy," "The various theories of ethics and ethical sanctions," "Economics, in their ethical and educational relations." If there be sufficient demand for it, the course of lectures on "Greek Sculpture" (illustrated with the stereopticon), given at St. Cloud last summer, will be repeated on two afternoons a week.  
 The school began June 18. W. D. TYNDALL.

## NEW YORK.

The recent meeting at Marathon, of the teachers' association was a profitable one. Besides the usual papers on educational topics, there were class exercises in various English branches, and a discussion on the uniform state teachers' examinations.

President Smiley, of the board of trustees of the New Paltz Normal School, was in Norwich recently, to secure Dr. Capen, superintendent of the Norwich school, for the principalship of the New Paltz State school, in place of Prof. Eugene Bouton. On his re-

turn home a vote was taken by the board, and Dr. Capen was the unanimous choice. His election has been confirmed by the state superintendent. The board of education of the Norwich school, on learning of the mission of Mr. Smiley, sent a committee to Superintendent Capen, with an offer to increase his salary in his present position to a larger sum than has ever been paid. This will serve as an indication of their appreciation of the able superintendent. This appreciation is shared by the patrons of the school.

The closing rhetorical exercises of the Norwich Academy occurred June 14. The program consisted of recitations in French and Latin, and a debate on the question, "Resolved: That Woman should vote." The question was most ably discussed by Miss Mary L. Lewis and Miss Mira Simmons in the affirmative, and Mr. William H. Sullivan, and Mr. Hermon E. Meeker in the negative. Not only the debate, but all the exercises gave evidence of the excellent drill which the students receive in composition and elocution. Miss Villa F. Page has charge of the departments.

## TEXAS.

The Texas State Teachers' Association meets in Ft. Worth the last of this month. As the railroads have been so generous, a large attendance is expected. Among the distinguished speakers will be Gov. Ross, State Supt. Cooper, Judge Clarke, of the State University, Senator Simpkins, Professor Apgar, of New Jersey, and Professor Dale, of Nashville. The following is part of the educational program:

"Conversation," George W. Dale, Tennessee. General discussion. "Our Public School System: Its Strength and Its Weakness," Superintendent O. H. Cooper, Austin. Discussion: led by Superintendent Jas. M. Carlisle and Superintendent W. S. Sutton. "Our University," Judge James B. Clarke, Austin. Discussion. "Professional Enthusiasm," H. Lee Sellers, Galveston. Discussion: led by Superintendent J. T. Hand, Dallas. "The Training of the Senes," Prof. Austin C. Apgar, Trenton, New Jersey. Discussion.

There will also be many able papers and discussions in the various special departments of the association. We notice among other names on the program, the following: Supts. J. T. Witt, Geo. H. Ragsdale, Thos. F. Hughes, Messrs. E. G. Littlejohn, P. H. Eager, S. J. Jones, Mrs. P. V. Penneybacker, and Misses Moss, Steele, and Pistole.

## VERMONT.

Mrs. Julia M. Dewey, of Rutland, is to give the teachers of Pittsford instructions in teaching. Let more of our teachers adopt the same plan.

The Memorial Day orator at Montpelier was Prin. G. A. DeBoar, of the graded school.

## Perkinsville.

At the recent institute in Jacksonville, there were several features that were very practical. One was an outline of first year work in numbers by Miss M. A. Wood, of Brattleboro, and a class of six little girls from Mrs. J. T. Warren's school, Brattleboro. They illustrated the work of the second year in the combination and separation of numbers from 10 to 24, with factors and fractional parts and practical applications.

Miss Wood gave an outline of reading with beginners, and Mrs. Warren's class gave readings, rendering selections which had been read several times, those which had been read but once, and those which they had never seen before. Supt. Hall said he had never seen it surpassed. Miss Wood also gave practical suggestions for intermediate work for the benefit of teachers, which were illustrated by charts and work from the Brattleboro schools.

The Orleans County Institute recently, held at Barton Landing, was a success. A special feature was the paper on "Scientific Temperance Instruction," given by Rev. H. E. Howard, Derby, and lectures by Dr. William A. Mowry. All the papers and discussions were very good.

## VIRGINIA.

Hon. John L. Buchanan, state superintendent of public instruction, gives notice that eight normal institutes will be held this summer, five for white and three for colored teachers, in various parts of the state. Those for white teachers will be held at Alexandria, Liberty, Martinsville, Estillville, and Cape Charles, and will continue from two to four weeks each. The places for holding the institutes for colored teachers have not yet been selected. In addition to these three institutes, the Hampton Normal School and the Virginia Collegiate Institute will give special instruction to colored teachers for several weeks during the summer, free of charge for tuition. These summer training schools are important factors in the educational system of the state, and Supt. Buchanan is making arrangements to secure some of the ablest and most efficient instructors in the country to conduct them.

General Thomas H. Williamson, long professor in the Virginia Military Institute at Lexington, died recently. He was a man of fine ability and stainless character. He was buried from the institute with military honors.

Col. W. C. Preston has been elected director of the Agricultural Experiment Station recently established at the Virginia Agricultural and Mechanical College.

Onancock. State Correspondent.

FRANK P. BRENT.

## WISCONSIN.

R. D. Irving, professor of geology at the State University, died recently. He graduated from Columbia College, and came to the University eighteen years ago. Prof. Irving was a very eminent man in his specialty. He has written extensively on the subject for educational purposes. For many years he has been in charge of the U. S. geological survey of Wisconsin and Minnesota. He was a grand-nephew of Washington Irving.

Round trip rates to the National Association at San Francisco from Milwaukee are \$74.50; from Madison \$73.50; and from La Crosse \$70.85.

The Milwaukee school board experiences considerable difficulty in securing competent teachers to take the place of those who resign during the school year. Supt. Anderson in his recent annual report suggests a remedy and requests the board to appoint before the beginning of each school year, a sufficient number of teachers of the same qualifications and at the same salary as the regular teachers, to serve as a sort of reserve corps. Some measure of the kind will undoubtedly soon be adopted.

E. A. BELDA.



## NEW YORK CITY.

## THE MOVEMENT FOR REFORM.

The persons interested in reforming the public school system of this city held another meeting in the parish hall of the Church of the Holy Communion, at Twentieth street and Sixth avenue. The hall was crowded. The Rev. Dr. Henry Mottet presided. At a previous meeting a committee was appointed to draft a constitution, and Dr. Nicholas Murray Butler read the report. There were signs of trouble before he had gone half through his preamble:

For as much as the public school system of the city of New York is believed to be defective (1) as to accommodations provided, (2) as to courses and methods of instruction, (3) as to administration: therefore we, the undersigned, do constitute ourselves an organization whose aim shall be to use all commendable efforts to remove the defects, and to bring our system of popular education into the position it should hold in the foremost city of the country.

There was some opposition on the part of the women present to criticizing the administration as defective, on the ground that such an attitude at this time would be impolitic, and might array the teachers against their work. No names were mentioned. By a vote of 49 to 41 it was finally determined to omit all specifications from the preamble, so that it should read that "the public school system of the city of New York is believed to be defective."

The name adopted was "The Association for Educational Reform of the city of New York." The purposes of the association are "to inform the public mind in regard to the current systems of education, and to suggest such improvements therein as may from time to time appear expedient." Stated meetings are to be held in April and November.

After appointing a committee to report nominations for officers the association adjourned.

The Brooklyn board of education, after debating at their last meeting, the question of a more extended summer vacation, decided against it.

The graduating exercises of the ladies' classes of the Brooklyn Normal School for physical education were held at Adelphi Academy, May 31. They consisted of military movements, including marching and running, exercises with dumb-bells, wands and broadswords. The class history was read by Miss Mercer. During the past season one hundred Brooklyn teachers have taken part of the course in light gymnastics taught in this school. Summer sessions are held at Chautauqua, N. Y., Piedmont, Ga., Rome City, Ind., Waseca and St. Paul, Minn.

The class of '88 of the School of Arts, Columbia College, held its class-day exercises June 11. A new feature was the presentation by '88 of a memorial to the class of '90, the most popular class left in college.

Twenty-three girls graduated from Packer Institute, Brooklyn, June 11. At the close of the exercises each girl was presented with a book, the gift of Mr. A. A. Low, president of the board of trustees.

## RECEPTION TO J. G. FITCH.

A meeting of educators was held on Monday afternoon, in the office of the city superintendent, to consider the propriety of tendering a reception to Joshua G. Fitch, Esq., of the London school board. Supt. N. A. Calkins was called to the chair. After remarks by Messrs. Hoffman, Godwin, Boyle, Hudson, O'Neill, Leipziger, Kellogg and others, it was decided to appoint a committee to make arrangements for a reception. The chairman appointed as committee, City Supt. John Jasper, Amos M. Kellogg, Elijah A. Howland, H. M. Leipziger, Thomas Hunter, Miss Mary E. Tate, Mrs. Mary E. Perley. After some remarks as to place and to time, the meeting adjourned.

Flags were presented on June 21 to G. S. No. 81, of which Sarah J. S. Garnet is principal.

The closing exercises of G. S. No. 59, F. D., of which Miss Kate E. Johnson is principal, took place June 21. Addresses were made by Supt. Jasper and others. Sixty girls graduated.

A reception will be given by the children of G. S. No. 35, primary department, June 26, at 10:00 A. M.

## LETTERS.

83. READING NUMBERS.—(Ans. to Ques. 21.)—The "and" is entirely useless except at the decimal point, where it is needed to separate the whole number from the fraction. The numbers read much more smoothly without it. As a proof of this statement, notice how the numbers of hymns are given by different persons on public occasions and see which sounds the better.

84. SUBTRACTION IN ALGEBRA.—(Ans. to Ques. 29.)— $8x$  and  $5x$  are opposed to each other just like property and debts, so that when combined (i. e. added) they tend to destroy each other. The  $-5x$  destroys its value out of the  $8x$  and gives as the combined result  $3x$ . The great distinguishing feature of algebra is the treatment of the opposition between numbers of different character. This opposition is regarded as applying to all numbers and is indicated by the positive or negative sign before them. When added, if they are of the same character the result is more of that kind; if they are opposite in character, the result is a partial or total destruction of the one by the other.

If the subtrahend be negative, subtracting it from the dividend, is like taking away a man's debts which is equivalent to giving him an equal amount of property, i. e., subtracting a negative number is the same as adding an equal positive number. If the subtrahend is positive, subtracting it from the minuend is like taking away a man's property, which affects him precisely the same as imposing

debts upon him, i. e., subtracting a positive number is the same as adding an equal negative number. Hence, for convenience, we perform all subtraction by equivalent addition—changing the signs of the subtrahend and adding to the minuend.

85. COPYING TABLES FOR USE IN CLASS.—(Ans. to Ques. 7.)—I would seriously object to having tables copied and used in class. Their use is dishonest, unless by the permission of the teacher. If tables are learned understandingly the memory is strengthened. It would be well to impress the fact on their minds that they will not always be able to use written tables, when they are in business. In teaching tables for the first time to a class, I would try to have them find out the tables for themselves. For instance, let them measure and see how many feet in a yard, pints in a quart, etc. It would require a little more time perhaps, but I believe good results could be obtained in that way. Then, if the text-book you are using, gives a great many tables, it is not necessary to give them all to the class. Select the more important ones.

HENRIETTA LAKE.

86. MAP-DRAWING.—(Ans. to Ques. 1.)—I should advise a teacher, first of all, to learn how himself. He should be able to criticize work even though he can not execute it perfectly himself. He should be able to see whether the map is in proportion or not, and whether the places are located correctly or not.

HENRIETTA LAKE.

87. WHEN CONGRESS MEETS.—(Ans. to Ques. 26.)—The regular annual session of Congress commences on the first Monday in December, and usually continues until the next spring or summer.

HENRIETTA LAKE.

88. POINTING OFF IN EXTRACTING SQUARE ROOT.—(Ans. to Ques. 29.)—We point off a number into periods of two figures each in extracting square root, because it is the square of its square root, and the square of a number composed of units, consists of units or units and tens and no higher orders; the square of a number composed of tens consists of hundreds or hundreds and thousands and no other orders, and so on. Therefore, we shall find the square of units, in units and tens of the power; the square of tens in hundreds and thousands of the power, etc., or the square root of tens and units, is units, etc., etc.

GRAMMAR SCHOOL TEACHER.

89. DIVIDING ABSTRACT BY CONCRETE NUMBERS.—(Ans. to Ques. 11.)—To divide an abstract number by a concrete is impossible, since the dividend corresponds to the product, the divisor and quotient being the factors; therefore, if the dividend is abstract, both divisor and quotient must be abstract.

GRAMMAR SCHOOL TEACHER.

90. MAJORITY AND PLURALITY.—(Ans. to Ques. 17.)—A majority vote is a number larger than half the whole number of votes. A plurality vote, the largest number of votes cast for any one candidate.

GRAMMAR SCHOOL TEACHER.

91. THE OREGON RIVER.—(Ans. to Ques. 20.)—The Oregon is the old name for the Columbia River, in the western part of the United States and British America. It is the name used by Bryant in "Thanatopsis," also by Lyons in "The Saxon Tongue," referring to the Columbia.

GRAMMAR SCHOOL TEACHER.

92. DIVISION BY A FRACTION.—(Ans. to Ques. 29.)—  
Ex.  $\frac{1}{2} \div \frac{1}{3} = \frac{1}{2} \times \frac{3}{1} = \frac{3}{2}$  Ans.  
Resolve the divisor  $\frac{1}{3}$  into its factors, it equals  $\frac{1}{3}$  of 3. Divide by one of the factors, or the whole number 3 first.  
 $\frac{1}{2} \div 3 = \frac{1}{6}$

We, however, have divided by a number 4 times too large, for we have divided by 3 and we were to divide by  $\frac{1}{3}$ ; we therefore, have a quotient 4 times too small and must multiply by 4.

HENRIETTA LAKE.

93. HOW TO INDICATE PER CENT.—(Ans. to Ques. 13.)—Either .06 or 6 per cent. is correct. .06 per cent. is not correct. Per cent. means "by the hundred," and .06 means exactly the same thing as 6 per cent. The expression .06 per cent indicates "by the hundred" twice.

HENRIETTA LAKE.

94. THE PRESIDENT OF SWITZERLAND.—In my list of *Sovereigns* in a late JOURNAL there is an omission of Switzerland and its president Wm. Fred. Hertenstein, who took the office Jan. 1, 1888, and must leave it at the end of the year. He is a native of Canton Zurich, and was Vice-President last year. Although Switzerland is a republic and the most democratic republic on earth, as some of the Cantons exclude the representative feature and adopt direct legislation by all male citizens over 20 years old, assembled in the open air, no standing army is allowed, and education is made "free and compulsory," and all voters, of military age, are "compelled to volunteer." The compulsion, however, results from their free autonomy. This model free confederation refused to allow the "Socialist Congress" to meet in its borders in 1881. The Swiss appreciate the glorious boon of "Liberty protected by law," and also the *Slavery inseparable from anarchy and lawlessness*.

N. B. WEBSTER.

95. WHISPERING.—Should whispering be prohibited altogether in schools? How can I prevent it?

E. S. BLACK.

Whispering is one of many things, which requires all the tact a teacher may possess. There must be order in a

school, and this means very little whispering. However, there are times when it is necessary and expedient that a pupil quietly say a word to his nearest neighbor. If the pupil knows that he has the privilege to do so, he will whisper without disturbing the school. It should be understood that more talking than this can not be tolerated, and impress the school with the fact that refraining from doing such things develops character, and gives dignity to the school. Very troublesome pupils may be seated where they cannot communicate.

The best way to prevent whispering is to keep pupils busy. This is the secret of success; pleasant employment for all pupils all the time.

JOHNSTON.

96. FROM AN APPRECIATIVE READER.—There are so many matters of interest in the JOURNAL of June 2, that I must write of them. The article on page 348, entitled "The New York City Schools," is just what I had been wishing to see somewhere. Every commissioner of the board of education ought to see it, and articles of that kind should be read by all of the thinkers in New York City. It would seem as if a desire for a better state of things is at last really awakened, and we may hope for a continued interest on the part of the public, and consequent improvement. On page 349, the article entitled "The Need of Ethical Teaching," is to the point, though I do not see that the quotations are necessarily from the writings of a woman. When the time comes that the "Moral sense of women" is also the moral sense of men there will be more spare room in our prisons and insane asylums; more healthy bodies, and clearer brains; more happy homes and loving hearts. It is with the hope of speeding on that welcome day many teachers are toiling in spite of discouragements and sorrows. It will come. Every rotation of this old earth on its axis brings it nearer, and I sometimes think I can catch a glimpse of its dawning blush.

Again I find pleasure and encouragement in "Looking Backward" on page 351. How happy "M.M." must always be in remembering the apology made to "Culver," but I am much more interested in the boy with "red and inflamed eyelids," whose appearance seemed to say "you are a great deal more refined than I." How often is a mistake made in taking people at the estimate they place upon themselves! Although I feel that I do the same thing myself, I know I have more than once felt angered and inclined to cry out against the stupidity of people, who have not been able to see that I did better, and was worth more than I was able to realize of myself. Should we not learn how to treat others by knowing how their treatment affects us?

"The Arch of Success" on page 352 is another valuable article on a page full of what I wish I had the time to use carefully. Then the description of the anniversary of the Brooklyn Training School, is both interesting and instructive. Oh! for the chance to see some such for oneself! Then "Justicia" calls our attention to the necessity for clear and distinct enunciation. Surely it should be one of the first things arrived at, and insisted upon in New York City. Our language must not give way to Volapuk or any mongrel dialect.

But from whence is the teacher who proposes an aid association? Does she not know of the Mutual Insurance Association of the teachers of New York, and of the Mutual Benefit Association, which pensions, or provides for all teachers unable to work at their calling? Both associations are thriving, and all teachers in the city, should be members of them. I will close by quoting a remark from one of my pupils the other day: "Miss—sometimes you are dizzy in your arm, and then your arm is asleep." Could there be a better description of the sensation?

W.

## QUESTIONS.

77. Are teachers obliged to teach algebra in common schools?

SUBSCRIBER.

78. Give the names of the three states that were last admitted into the Union, with dates of admission.

A SUBSCRIBER.

79. My pupils are all foreign, and do not know a word of the English language, before they come to school. I would like to hear from other teachers who have foreign pupils.

M. G. S.

80. What is the proper pronunciation of the word "only" also of "on"? Long or short o?

81. What method is most commonly used, or considered the best in pronouncing Latin—English, Continental or Roman?

82. Has the day for inaugurating the President of the United States been changed? If so, when is it?

F. M. S.

83. What kind of a sentence is this: "Your father, who is at home to-day, will go to the exhibition to-morrow, but he will not take you with him."

C. B.

84. Locate Dembea, Perouse, and Kilanea. Correct the following, and give reason: "I dared him come to me." Grammatically, to is omitted after dare. I can think of no other way than to supply the word to before come.

J. H.



## BOOK DEPARTMENT.

## NEW BOOKS.

**JUDAISM ON SOCIAL QUESTIONS.** By Rabbi H. Berkowitz, D.D. New York: John B. Alden, Publisher. 130 pp. Cloth, 50 cents.

These lectures are the first expression from the Jewish pulpit upon the socialistic problem, and one welcomed as a valuable addition to current information upon this problem. There are thirteen of these lectures, which treat of the following subjects.—The Subject Defined, Sources of the Social Difficulty, Have the Poor grown Poorer? How did Moses Solve the Social Problem? The Social Chaos of the Dark Ages, The Rise of the Modern Free Laborer, The Complaint of the Free Laborer, Violence—the Proposed Solution, Socialism, Construction Solutions. These lectures bear evidence of deep study, and intimate familiarity with the various phases of the question. Dr. Berkowitz has handled the subject in an exhaustive manner, and fortified himself with historical research which shows careful and deep reading. These lectures will form a valuable contribution to one of the most important, as well as the most vexed questions of the day.

**FORM LESSONS.** To Prepare for and to Accompany the Study of Number. By W. W. Speer. C. C. N. S. Series, Dohohue & Henneberry, Printers and Publishers, Chicago Ill. 77 pp.

In the first grade, this book is designed to aid teachers in systematizing their oral lessons. In other grades the book may be placed in the hands of the pupil. These lessons in Form are designed to accompany the study of Number, and the first exercises are to cultivate the habit of observation, to teach direction and position, and to train pupils to associate the terms to be used in the comparisons which follow with the corresponding ideas. As an aid in mathematical observation, and for securing clear and concise expression, this book will be found helpful even in high schools before beginning the study of scientific geometry. In the written exercises, penmanship, spelling, and punctuation can be taught.

**THE MIND OF THE CHILD.** Part I. THE SENSES AND THE WILL. Observations Concerning the Mental Development of the Human Being in the First Years of Life. By Professor W. Preyer. Translated from the Original German by H. W. Brown. New York: D. Appleton & Company. 246 pp. \$1.50.

The study of the child and its mental development are fast becoming prominent features in educational work, and much that is valuable and enlightening is being written upon the subject. The author's comparisons between the steps of progress in the child and the same in other animals constitute one of the most valuable features of this volume, demonstrating the supreme interest felt in the development from lower degrees of intelligence to higher ones. The body of the book is composed of two parts. Part I discusses The Development of the Senses, in seven chapters under the following heads: Sight, Hearing, Feeling (or Touch), Taste, Smell, Earliest Organic Sensations and Emotions, and Summary of General Results. Part II, treats of the Development of the Will in eight chapters, and treats of the Movements of the Child as Expressions of Will, Impulsive Movements, Reflex Movements, Instinctive Movements, Imitative Movements, Expressive Movements, Deliberate Movements, and Summary of General Results. This work puts one in the possession of a correct method of studying the mental growth of the child, and shows how to watch the awakening of perception, as well as how to classify and place the facts as they are observed. Commencing with the dawn of consciousness, self-consciousness is placed first, then objective consciousness through the development, by which instinct becomes ideas. In the thoughtful and valuable Introduction, by Professor G. Stanley Hall, we find among all the nearly fourscore studies of young children printed by careful empirical and often thoroughly scientific observers, this work of Preyer is the fullest and best. As a book of reference it is invaluable, it should be read and studied by teachers and parents, even of older children, as a pure example of the inductive methods applied to the study of child-psychology. Professor Preyer has traced the development of each sense, and the unfolding of the power of voluntary motion, with great fulness and clearness. It has been with him the work of years, having made a special study of the child, both before birth, and the period immediately following. To the average student a work of this kind is a positive wonder, and full of problems, for the development of the mind, like the development of body, must be regarded as dating back beyond the origin of the individual being. To be appreciated, this book must be carefully studied.

**THE DESERTER, AND FROM THE RANKS.** By Capt. Charles King, U. S. A. Philadelphia: J. B. Lippincott Co. 324 pp. 50 cents.

These two novels belonging to the "American Novels" series, are a little out of the usual novel line. The "Deserter" has its locality in the region of the Sioux and is a well written story, entertaining especially on account of the sympathy it awakens in the reader, in behalf of a faithful young officer who is unjustly condemned by court martial. His innocence is plain all through the story and the crime is confessed at last by a private and his wife. Capt. Hayne did not steal the great amount of money of which he had been accused. Home life in the garrison is well portrayed and the story all through is a good one. "From the Ranks" is another soldier story located at Fort Sibley, and is full enough of incident and excitement to fix the attention of the reader all through it.

**SEVEN DISCOURSES ON ART.** By Sir Joshua Reynolds.

**A HISTORY OF THE EARLY PART OF THE REIGN OF JAMES THE SECOND.** By Charles James Fox.

**THE APOLOGY OF THE CHURCH OF ENGLAND.** By John Jewel.

**KING LEAR.** By William Shakespeare. Cassell & Co. 104 and 106 Fourth Avenue, New York. 10 cents each.

"Cassell's National Library" furnishes some of the very best and most thoughtful material for reader and student and these "Seven Discourses on Art," by so eminent an artist as Sir Joshua Reynolds, are a fair representation of the fact.

The "History of the Reign of James II." begins with the author's view of the reign of Charles II. and closes with

the execution of Monmouth, forming the commencement of a history of England from the Revolution.

The great interest of Jewel's "Apology" lies in the fact that it was written in Latin, to be read throughout Europe as the answer of the Reformed Church of England, at the beginning of Queen Elizabeth's reign, to those who said that the Reformation set up a new church.

"King Lear," made its first appearance in our literature in Geoffrey of Monmouth's "History of British Kings," which was produced about the year 1147.

**THE CYCLOPEDIA OF EDUCATION.** London: Swan, Sonnenschein, Lowrey & Co. Paternoster Square. 48 pp. each. Seven pence.

The first three numbers of this cyclopedia of education, published in England, extends from Abacus to Education. It is to be in about twelve monthly parts, and will contain an amount of information that no practical teacher can do without. The staff of writers includes many of the leading educators of the country, besides educational specialists, and the subjects are treated fully and comprehensively, especially those bearing upon education proper. Terms employed in educational work or conversation, are defined and discussed. Arithmetic and Athenian education in Part I., are awarded long and well written articles as well as others equally important. The amount of money used in the procuring of this cyclopedia, is so small, that every teacher can provide himself with it, while the value of such a volume is too great to be estimated. The twelve parts complete will make one or two neat volumes when bound.

**THE FIELD-INGERSOLL DISCUSSION.** Faith or Agnosticism? A Series of Articles from the North American Review. The only authorized edition. New York: The North American Review. 3 East 14th Street. 83 pp.

Any one who has read the North American Review has met with these articles, and had an opportunity of reading them; but, in their present form, they are more convenient for reference or reading. This neat, paper-bound pamphlet contains, besides the letters of discussion between Dr. Field and Mr. Ingersoll, an "Open Letter to Robert G. Ingersoll" from Dr. Field.

**A HALF-CENTURY OF SCIENCE.** By T. H. Huxley, F. R. S., and Grant Allen, J. Fitzgerald, Publisher, 24 East Fourth Street, New York. 45 pp. 15 cents.

The "Humboldt Library," of which this pamphlet is a number, for the most part, contains only works of acknowledged excellence, by authors of the first rank in the world of science. The present number, contains two valuable papers. Prof. Huxley is too well known to need comment, and "The Progress of Science, from 1836 to 1886," by Grant Allen, is a paper full of thought and information. Among other true things, he says, "In 1837, the science of man, and the sciences that gather round the personality of man, had scarcely yet begun to be dreamt of. But evolutionism and geological investigation have revolutionized our conception of our own species, and of the place which it holds in the hierarchy of the universe." These volumes from the "Humboldt Library" series are fortunately within the means of all.

**ELEMENTS OF PRACTICAL ARITHMETIC.** Containing exercises for Class Drill, both Oral and Written. By John P. Payson, Boston: Lee and Shepard, Publishers, 10 Milk Street. 145 pp. 55 cents.

The teaching and methods of arithmetic as practiced by the best teachers, at this day, are becoming more practical constantly, and in presenting this book to the public, the author has kept before him the idea that all analysis and illustrations must conform to methods pursued in business, that is, the work is made in the truest sense practical. Another object that the author has kept in view, is, that while everything necessary to ordinary business is thoroughly discussed, all other subjects are for many reasons omitted; among them are compound interest, equation of payments, exchange, compound proportion, compound partnership, cube root, and the metric system. The miscellaneous problems that are introduced, are strictly confined to simple, plain examples illustrative of the subjects treated, and such as children can easily understand. The author has arrived at a decision of the greatest possible value; he says that pupils should be taught to think, rather than to become expert in solving difficult problems.

## REPORTS.

**LAWS OF MINNESOTA RELATING TO THE PUBLIC SCHOOL SYSTEM.** Including the State Normal Schools and the University of Minnesota. Prepared by the Superintendent of Public Instruction. By order of the Legislature, 1887. St. Paul: Pioneer Press Company. 157 pp.

This edition of the school laws has been compiled as required by the legislature of 1887. It includes all general laws and amendments bearing upon education that are now in force. The material of which the book is composed is divided into two parts, Enactments Pertaining to Education, and Statutes. Part I, treats of the Organic Act of Minnesota, Act authorizing a State Government, and the Constitution of the State; the latter including School Funds, Education and Science. Among the important points touched upon under the Constitution of the State, Article VIII, are the uniform system of public schools, proceeds of sales of school lands, investment of proceeds of school lands, public schools in each township in the state, no public money to be used for sectarian schools, and the location of the State University confirmed. Part II, the Statutes, under twelve chapters, contains a full discussion of the school districts with their officers, the superintendent of public instruction, county superintendents, school funds and apportionments, independent school districts, higher education including the Normal Schools and University, moral science, physiology and hygiene, school books, and miscellaneous subjects. The Revised Statutes of 1878, are taken as the basis of discussion, and references to the general laws are given with all subsequent enactments. For convenience of use, the subjects introduced are arranged in sections numbered by paragraphs, and with each paragraph is given the reference to the section of the Revised Statutes of 1878, or to the chapter of General Laws. All the points are thoroughly and plainly brought forward giving all the necessary information upon the subject of the school law of the state.

## LITERARY NOTES.

The Woman's World, published by Cassell & Co., meets the want of a magazine devoted to the interests of women, and treating questions concerning her philosophically and at the same time practically. Its mission appears to be the improvement of woman's condition and therefore it does not appeal solely to social devotees as is shown by two articles in the June number. One is entitled "Something about Needle Women," not those who toil back in easy chairs, but women who make shirts and other articles of clothing. The other is "The Uses of a Drawing-Room," which

uses are interpreted to be not only for the rich and great, but for the occasional entertainment of working people.

TUCKER & Co. have published lately, "Homestead Highways," by Herbert M. Sylvester; "A Dictionary of Lowland Scotch," by Charles Mackay, LL.D.; "The Pilgrim Republic," by John A. Goodwin; also two novels, "The Minister's Charge," and "Next Door."

GINN & Co.'s recent publications include "Modern Distributive Process," They also have ready Benjamin Franklin's autobiography, with notes, and a continuation of his life by D. H. Montgomery.

S. C. GRIGGS & Co. of Chicago issue "The Aryan Race; its Origin and its Achievements," a book written by Charles Morris. It shows how the race was evolved from savagery and attained its present intellectual supremacy.

Wide Awake for May has for a frontispiece Steffek's fine painting of Queen Louise and her two sons, the dead Emperor William and his elder brother Frederick. This is followed by a fine sketch of the deceased emperor.

LEE & SHEPARD, have issued a special edition of Miss Douglas' fine novel, "Lost in a Great City." "Noble Deeds of Our Fathers as Told by Soldiers of the Revolution, Gathered around the old Bell of Independence," is a work that has been revised and intended for supplementary reading in schools.

Scribner's Magazine for June contains a very timely article by Thomas Curtis Clarke on "The Building of a Railway." Stevenson writes of "Some Gentlemen in Fiction." Henry James begins a serial story called "A London Life," and Augustine Birrell contributes a study of Cardinal Newman's writing.

D. LOTHROP COMPANY have just issued Miss Frances E. Willard's "Woman in the Pulpit," which is very timely in view of the recent discussion relating to the admission of women to conferences. The offer of \$2,000 worth of prizes for stories for Wide Awake has given rise to a lively competition.

D. C. HEATH & Co. offer the second book in the series of practical lessons in the use of English. It is written by Mary F. Hyde of the Albany Normal School, and covers such technical grammars as is essential to the correct use of language. The second of the series of Natural Readers, by Julia McNair Wright, has also been issued.

D. LOTHROP COMPANY are the publishers of "My Wonder Story," a familiar tale in which children are taught the wonders of the human body.

GINN & Co. have prepared "Elements of the Integral Calculus," by W. E. Byerly, professor of mathematics in Harvard University. It contains considerable matter not usually comprised in a work of this kind. They have also ready "Selections from Ruskin," by Edwin Ginn.

A. C. ARMSTRONG & SON have brought out a powerful story by Miss Grace King, entitled "Monsieur Motte."

D. C. HEATH & Co. have on their list of recent publications a drill book on Accidence, Syntax, and Style, and A Composition and Rhetoric. The latter is especially designed to train correct writers, that end being secured by a great variety and number of exercises.

## BOOKS RECEIVED.

The Story of New York. By Eldridge S. Brooks. Illustrated. Boston: D. Lothrop Co. \$1.50.

The Prelude, or Growth of a Poet's Mind; an autobiographical poem by William Wordsworth, with notes by A. J. George, A.M. Boston: D. C. Heath & Co.

## CATALOGUES AND PAMPHLETS RECEIVED.

Fourth annual catalogue of the School of Expression, Boston—S. S. Curry, Ph.D., has resigned his professorship in Boston University, and will devote his time to the school. Henry Irving has endowed a lectureship, and many other sums are promised. Endowments are especially needed for stammering, vocal training, and Bible reading, and for scholarships.

Catalogue of the University of Texas, 1887-8. Leslie Waggener, M.A., LL.D., chairman of the faculty. The university has 240 students.

List of Worthington's standard books. Worthington Company, 747 Broadway, New York.

National Educational Association. Official announcement and complete itinerary of the excursion to San Francisco under the direction of the committee on transportation for Ohio. C. C. Davidson, H. W. Compton, and George A. Howard, committee.

Guide to Cincinnati and the Centennial Exposition to be open from July 4 to October 27.

Catalogue of the University of Nashville; State Normal College, 1887-8. William H. Payne, A.M., chancellor of the university and president of the college.

California in Artistic Etchings and Photography. Publisher's catalogue. W. K. Vickery, 108 Grant avenue, San Francisco.

The Central Pacific Railroad's Obligations. Argument of Creed Raymond, solicitor of the road, before a select committee of the U. S. Senate, March 17 and 28, and April 7, 1888.

Catalogue and Circular of the State Normal School at Worcester, 1888. E. Harlow Russell, principal.

## MAGAZINES.

The June Magazine of American History completes the nineteenth volume of this excellent periodical. The frontispiece is Robertson's portrait of Sir Joshua Reynolds. "The Conquest of the Mayas," is Alice D. Le Plongeon's third article on the history of Yucatan. Two interesting articles are "The Military Career of Gen. George Izard" and "Popular Government in Virginia, 1606-1776." The four papers that will suit the popular taste are: "Personal Recollections of William H. Seward," by Hon. Charles K. Tucker; "Incidents in the Life of John Hancock," as related by his wife, from the diary of General William H. Sumner, and contributed by James W. Gihard; a continuation of the extracts from "An Englishman's Pocket Note-Book in 1828," telling what the writer saw in New Orleans; and "Daniel Webster's Visit to Missouri," an account of his last Western trip, by Judge William A. Wood. Some of the best articles in the American Magazine for June are: "Our Defenses from an Army Standpoint," by Gen. O. O. Howard; "The Art of Entertaining," by Mrs. John A. Logan; "Dickens on the American Stage," by George Edgar Montgomery; "Ecuador and her Cities," by William Elroy Curtis; "Boy Life on the Prairie," by Hamlin Garland. Vick's Magazine for June contains much that is instructive and entertaining to those engaged in plant culture. Among the articles are "Rose Culture," "A Tree with a History," "What shall We Plant?" and "A Flower Garden in the Woods."



# Look Here, Friend. Are you Sick?

Do you have pains about the chest and sides, and sometimes in the back? Do you feel dull and sleepy? Does your mouth have a bad taste, especially in the morning? Is there a sort of sticky slime collects about the teeth? Is your appetite poor? Is there a feeling like a heavy load on the stomach, sometimes a faint, all-gone sensation at the pit of the stomach, which food does not satisfy?

Are your eyes sunken? Do your hands and feet become cold and feel clammy? Have you a dry cough? Do you expectorate greenish colored matter? Are you hawking and spitting all or part of the time? Do you feel tired all the while? Are you nervous, irritable and gloomy? Do you have evil forebodings? Is there a giddiness, a sort of whirling sensation in the head when rising up suddenly? Do your bowels become costive? Is your skin dry and hot at times? Is your blood thick and stagnant? Are the whites of your eyes tinged with yellow? Is your urine scanty and high colored? Does it deposit a sediment after standing? Do you frequently spit up your food, sometimes with a sour taste and sometimes with a sweet? Is this frequently attended with palpitation of the heart? Has your vision become impaired? Are there spots before the eyes? Is there a feeling of great prostration and weakness? If you suffer from any of these symptoms, send me your name and I will send you, by mail,

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W. J. WEEDON, Wholesale Dealer in School, Subscription and Standard Miscellaneous Books, 25 Chambers Street, New York. 410 and 431 Fulton Street, Brooklyn.

## TEACHERS' AGENCIES.

### VACANCIES.

The most desirable school positions become vacant during July and August. Probably the largest number of changes made in schools are made during these months. The great majority of teachers, when intending to resign, prefer not to offer their resignation until the end of the term, hence, though they may have signified their intentions to a few friends or to Teachers' Agencies, as a rule Boards are not supposed to know whether the places are to be vacant or not; hence, they take no action toward filling these places until after they are notified by the teachers that they are not to remain. The time between the middle of June and the first of September for the selection of teachers being short, it is desirable for teachers to have some means of learning immediately where vacancies are to occur. Sudden resignations of teachers (in order to accept positions paying better salaries, or positions offering better surroundings) cause vacancies which must be filled immediately. We hear of hundreds of vacancies during each week in July, August, and the first of September. Teachers who desire to improve their salaries or better their surroundings, are invited to communicate with us.

Some of the direct calls from authorities, for teachers, during the past few days have included a number of principalships and superintendencies from \$800 to \$1500; many high school principalships and assistant's place; with salaries ranging from \$50 a month to \$1400 a year; in grammar, intermediate, and primary positions, we have ten positions to every one teacher registered on our books for such places, and numerous new places are coming in every day. In State Normal Schools, our recent calls, direct from employers, have been: Professorship of Mathematics, from \$900 to \$1500; Drawing and Sciences, \$1000; a teacher in Model Department, \$800; a teacher in Commercial Branches and Book-keeping, \$1000; Professor of Sciences, \$1600; lady teacher of Reading, \$800. In Colleges and State Universities, College President for Southern College; Professorship of Modern Languages; also one of Mathematics; and several Colleges within the last week have written us for Directors for Conservatories of Music at salaries ranging from \$700 to \$1200. We have four positions with salaries ranging from \$60 a month to \$1000 a year for teachers in Commercial Departments, Commercial Arithmetic, Book-keeping, Commercial Law, etc., etc.

While graduates of leading institutions are always in demand, yet teachers with successful experience, or teachers who can show by testimonials that they are well qualified for the place in question, can almost always secure positions.

Do not delay. Write at once for circulars and acquaint yourself with our work. We need teachers now for places now open, and for calls which will greatly increase during the next few weeks. Circulars sent free. Address,

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Teachers desiring of returning via Portland can go from San Francisco to Portland, either via boat (O. R. & N. Co.) or overland, via "The Mount Shasta Route," going from Portland east via the O. R. & N. Co. and "Oregon Short Line," with choice of rail or boat ride on the Columbia River between Portland and The Dalles. Thence through Oregon, Washington Territory and Idaho, passing near the Great Shoshone Falls of the Snake River (forty-five feet higher than Niagara), and Soda Springs, "the Sanitarium of the West." They can also pass through and visit Denver, the "Queen City" of the mountains and the capital of Colorado, the Centennial State.

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## THE PUBLISHERS' DESK.

Not long since a prize of \$370 was offered for the best answer to the question, "What is the hole for, that is in the outside of the chimney of the old fashioned log cabin, as represented in the trademark of Warner's Log Cabin Remedies?" The committee appointed to read and consider the nearly 5,000 answers, finally reported in favor of the answer of Mr. C. C. Stoddard, of Palestine, Tex., and a check for \$371.21 was sent him. This is his answer:

"The hole is a place of exit for the smoke from what was known in the old log cabin days as the outside bake oven. The representation, as given in the pamphlet, is an excellent one, as I recollect the old log cabin with which I was familiar in my boyhood days. Having used 'Warner's Log Cabin Sarsaparilla,' I am very glad to say that I consider it the very best and 'safest' sarsaparilla compounded, on the market, and am satisfied it will thoroughly eradicate all impurities of the blood."

Teachers looking for suitable positions, and institutions in search of competent instructors, are equally interested in learning of the most reliable agencies. The Woman's Exchange, a teachers' bureau, for both sexes, under the efficient management of Mrs. A. D. Culver, at 329 Fifth Avenue, N. Y., supplies Professors, Teachers, Governesses, Musicians, etc., to Colleges, Schools, Families and Churches. Also Bookkeepers, Stenographers, Copyists, and Cashiers to business firms.

That standard work, Johnson's Universal Cyclopedia, is having such an extended sale and is so popular that we wish to call the attention of our teacher-friends to it, advising them not only to own it but to write A. J. Johnson & Co., 11 Great Jones St., New York, for particulars as to selling it.

"We do amiss to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year," said MILTON.

He knew he was right, but probably he was not aware of the close application of his remarks to the interlinear classics of Messrs. Charles De Silver & Sons, of No. (G) 1,102 Walnut Street, Philadelphia. The list of this firm's publications, include Virgil, Cæsar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, Clark's Practical and Progressive Latin Grammar, adapted to the Interlinear Series of Classics, and to all other systems, Sargent's Standard Speakers, Frost's American Speaker, Pinnock's School Histories, Lord's School Histories, Manesca's French Series, etc. Educators will do well to send for terms and new catalogue of all their publications.

There is a certain polish which always distinguishes the true gentleman wherever he may be. This is seen in his manner and appearance, and likewise, to some extent, in his dress. More particularly is it noticeable in his boots when they are shined by the celebrated satin polish French dressing, manufactured by Messrs. B. F. Brown & Co., of Boston, Mass. This dressing received the highest award and only medal for shoe dressing, etc., at Paris exposition, 1878. Beware of imitations. None genuine without Paris medal on every bottle. It obtained the highest award New Orleans exposition against all competitors—a silver medal.

Teachers desiring to put themselves in communication with the most direct channels of professional success will be pleased to be reminded of the Albany Teachers' Agency, where registration is free for '88. Form and particulars will be sent for stamp on application to Messrs. W. A. Choate & Co., managers, 508 Broadway, Albany, N. Y.

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Little Tommy Ray quarrelled with his sister, and would not kiss and be friends. His aunt said, "Oh, don't you remember what papa read at family prayers this morning, that we were to forgive seventy times seven?" "Yes," replied Tommy; "but I ticklerly notice it was to your brother, not sister."

Wife—"I declare, I am almost ashamed to go to church with this hat on. It isn't at all the style." Husband—"Is this Bridget's Sunday out?" Wife—"No." Husband—"Why don't you borrow hers?"

The man who has not ate enough had better look at the calendar for this year.

A lazy fellow, who was idling away his time, was asked by a minister where he expected to go when he died.

"I shall not go," was the reply; "I expect to be carried."

### Fourth Week in June.

Here comes hot weather. Up goes the mercury. Most people suffer that forlorn feeling of good-for-nothing lassitude and languor which makes them feel as if they were lazy. It is not laziness, though. It is the weariness that comes of the heat, and of the clogging of the blood during the winter months. But you might as well get rid of it, and be strong, so as to enjoy the Summer. Then there are other ailments which this hot weather brings: congestion of the liver; bilious headaches; indigestion; cholera-morbus; and other bowel-disorders are in season. A variety of skin disorders also cause trouble about this time, showing that the blood needs purifying. Rash, pimples, and other surface indications tell of the disturbed condition of things beneath the skin.

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Landlord: "No, sir, we have not; but there is a gentleman from Boston in the reading room."

"How does the new girl strike you?" asked a Brooklyn man of his better half, referring to a particularly good-looking house-maid, of his own selection. "She hasn't struck me yet," replied Mrs. T., meekly, but she has done almost everything else."

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Last May a large carbuncle broke out on my arm. The usual remedies had no effect and I was confined to my bed for eight weeks. A friend induced me to try Ayer's Sarsaparilla. Less than three bottles healed the sore. In all my experience with medicine, I never saw more

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